

# NATIONAL PARENT-TEACHER THE P.T.A. MAGAZINE

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**Stronger than the dark, the light;  
Stronger than the wrong, the right;  
Faith and Hope triumphant say  
"Christ will rise on Easter Day."**

**—PHILLIPS BROOKS**

# The President's Message



## IF WE BELIEVE

**W**E who live in the South are fortunate in that Easter and spring very often arrive together. In many of our northern states Easter Sunday may still bring snows and blustering winds that bode no good for gay spring hats and holiday attire. But farther south the earth has already stirred and brought forth crocuses and daffodils and new green grass. Shrubs and trees are blossoming. The birds have come back, and on Easter morning they will supply their own choral music to glorify the day.

All these, along with the sun-warmed breezes that freshen our winter-weary hearts, help bring home to us the eternal Easter message. Yet we should really have no need of nature's symbols to remind us of so meaningful, so powerful a lesson. Nineteen hundred years ago people learned the truth that there is no death, either for the world of nature or for man himself. There is a seeming death, but this is followed by a glorious resurrection of the spirit, which lives forever. This is the central idea that underlies our whole Christian religion, even though we may call it the lesson of Eastertide.

It is a lesson that we should take to our hearts every day of our lives, in every season of the year. If the spirit of man is immortal, then that spirit is a precious thing indeed—something to be cherished and fostered and honored above all else. When we work for the welfare of children, which is and has always been the goal of our organization, we make it possible for the spirit of children to be liberated and to flourish in freedom. When we work for the right kind of education we make it possible for children and youth to use that spirit effectively, creatively. We are transmitting to them the heritage of spiritual values—a heritage that was first transmitted to mankind nineteen centuries ago.

**B**UT all this is not an easy task; for our ever changing world demands that we teach spiritual values in a way that will make them hold fast. I say this not because I am afraid of deadly forces like the divisible atom which, scientists tell us, can annihilate the whole human race. If we are to be fearful we should be as much afraid of an evil force that can destroy a hundred lives as we are of a force that can destroy a hundred thousand lives. I say that the great eternal truths must be taught because if education is for anything, it is to enhance the spirit and worth of every human being. It is to give him the power to build the good life for himself and to help build it for all others like him in body and in soul.

Let us, at this Eastertide, resolve to uphold our faith in the spirit of man and to instill it in the minds and hearts of our children. Only by that faith can the great ideals for which all mankind longs—peace, brotherhood, and freedom—come closer to fulfillment within our time. But it is a faith that must be demonstrated, in our lives and in our service. Is this not the true meaning of the Easter message?

*Mabel W. Hughes*

*President, National Congress of Parents and Teachers*

# COOPERATING Citizens —



© Lilly Joss

**D**URING World War II the United States witnessed a shocking rise in crime, particularly crime involving youthful offenders. Disregard for law and order was a commonplace, and incidents so vicious as to seem almost unbelievable were reported continuously by the daily press. Because of the war, however, many Americans were hardly aware of the ever increasing army of juvenile criminals. Some cities ignored it altogether as they concentrated on the new problems created by the emergency.

Yet these problems themselves contributed to the rising rate of delinquency. The migration of workers to centers of industry threw families into strange surroundings and unaccustomed ways of life. Too many communities were unprepared to meet the demands of the rapidly swelling population. As a result, familiar influences and controls were lost, and thousands of youngsters were soon caught in the web of crime.

## How Criminals Are Created

**I**NCREASINGLY, then, crime in America has become a youth problem, for the postwar period has seen no decline in youthful offenses. Quite the reverse. Fingerprint arrest records for the first nine months of 1946, compared with the first nine months of 1941, reflect a 5 per cent increase for persons under eighteen. Happily, within the past months there has been a decline in the number of arrests of boys and girls in this age group. Today the men and women arrested most frequently are around twenty-one years old. These young people were petty offenders during the war but have now graduated into the "big league" of crime.

Typical of such progress is the case of a Midwestern youth whose criminal career began at the age of twelve when he maliciously poisoned a dog. At thirteen he ran away from home and

# OR Delinquents?

J. EDGAR HOOVER

at fourteen was arrested for bicycle theft. Not long after his parole to the county juvenile officer, he was charged with stealing a purse and was sentenced to the state training school for boys until he attained his majority.

In view of his excellent record this lad was released at eighteen, only to have his parole revoked as a result of a statutory rape charge. Immediately after his release, at twenty-one, he married and three months later was divorced. A second marriage was likewise unsuccessful.

At twenty-two he pleaded guilty to a charge of lascivious acts with a child and was sentenced to three years in a reformatory. Then followed a ten-year sentence for rape. On September 24, 1945, he escaped. During his freedom he was responsible for the theft and interstate transportation of several automobiles and committed an assault on a five-year-old girl. On March 29, 1946, he was apprehended by local officers and shot when he attempted to escape custody. He recovered from his wound and is now serving a life term at hard labor.

## Reading from the Records

**T**WO schoolboys, aged twelve and thirteen, were caught shoplifting. Later they entertained themselves by releasing the brakes on parked automobiles in order to watch the wrecks. They burglarized one school building on three occasions and set fire to another. In December 1945 they stole several firearms from a National Guard armory and in the same month tried to wreck a Missouri Pacific passenger train. They explained that they planned to rob the bodies of the dead and injured, and ransack the baggage car for money and weapons. An effective system of block signals fortunately prevented this disaster.

**F**OR months now we have been beset on every side with statistics, warnings, lamentations, complaints—and more recently some constructive suggestions—concerning the misbehavior of children and youth. In this article, the eighth in the study course "The Family Rediscovered Itself," the director of the FBI discloses facts that hit straight and hard. More, he tells what must be done, and done immediately, to avert a truly tragic situation.

Early in 1946, fearing apprehension, they left for Mexico with plans to launch a career of crime in the Southwest. But they needed money. In order to obtain it one of the boys killed his uncle with a shotgun blast from a distance of twenty inches. The two had flipped a coin to see which one would actually do the job.

A ten-year-old Ohio youth was arrested for stealing a bicycle, housebreaking, and tampering with automobiles. At thirteen he set fire to a barn, was again charged with



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housebreaking, and participated in the theft and interstate transportation of an automobile. Sent to a detention home, he escaped twice and was finally paroled to his parents. Six months later he killed a neighboring farmer for what he described as "some easy money."

Recently a twelve-year-old, pig-tailed girl told authorities that she killed her father "to make Mother happy." In New York a boy of fifteen, while hunting, stabbed a total

stranger in the back nine times because he felt an overwhelming desire to kill; and a Pennsylvania youth knifed his employer just "to see how it felt."

So the records pile up, records of youngsters hardly more than children who steal, destroy, and kill. They are in all truth a lost generation—lost to their families, their communities, their nation, and most of all to themselves. Theirs is the grimmest tragedy of this groping, sometimes bewildered age. And whose is the fault? Although much of the blame for juvenile delinquency can and should be placed directly on the parents, the sole responsibility does not lie with them. Some communities permit conditions to exist that corrupt or mislead their youth. Many more are neglectful of young people's needs, especially their needs for education and recreation.

It must be remembered that our schools have the custody of young Americans for several hours a day five days a week, and the teachers in those schools occupy a very strategic position in the development of youthful ideals and character. These men and women need support in their endeavors to set youth on the paths of moral uprightness and effective citizenship. Lack of such backing can easily be a contributing cause of juvenile crime. Our parent-teacher associations have done a magnificent job in cementing the relations of home and school. Now in this critical time their efforts must not flag or falter.

### A Far-reaching Indictment

ONE of the gravest mistakes of our whole national life is the policy of being penny wise and pound foolish when we consider our schools and community services. It is not a pleasant thought that the average grade-school teacher is paid less than a government typist and less than many day laborers. If we recognize the special qualifications, training, and aptitudes required for such work and its importance to the future of America, who can deny not only that trained personnel in this field should be adequately paid but that, through additional remuneration, the profession of teaching should be made more attractive to those with a natural interest in child development?

The church, too, has its share of responsibility. I am convinced that recent trends away from the teachings of God have had a definite effect on our youth. Too many children have failed to receive the spiritual guidance necessary for the building of character. I am certain that more youngsters in church would mean fewer in jail.

Twenty-one years ago a five-year-old child in a Western state began to steal. True, his first theft

was only a cough drop, but thereafter he progressed rapidly. He broke into houses and stole money, automobiles, and guns. He became an enemy of society and felt that society was his enemy. On August 10, 1946, at twenty-six years of age, he shot and killed a police officer. Convicted by a jury that recommended "no clemency," he was sentenced to die.

While awaiting death this youth wrote a very moving article entitled, "I Must Die." Let me quote a few lines.

"Whether things might have been different if I hadn't stolen that first cough drop when I was five years old . . . or whether a whipping then would have done me any good, I don't know. . . . I don't know what is best to do to a kid who is a little wild. People who are smarter than me are supposed to be working out such things. . . . Whatever they decide to do, nothing will help me. I've thrown my life away. Putting me in the gas chamber isn't going to stop other crazy kids from doing the things I've done. That will end me, but what about the kids that are growing up right now? Are you going to let them grow up wild, and put them in the gas chamber too? Well, it seems kind of foolish somehow. Seems to me there ought to be a better way to teach kids that they should obey the law and live right."

### A Plea to the People

"I MUST DIE" is full of pathos; it is also full of indictment. Had the combined influences of parents and the home, the church, law enforcement officers, probation agencies, penal institutions, and citizens who, though not parents, have nevertheless a social duty—had these influences been well applied, that boy might not have grown up to be a murderer.

The individual American must realize that today as never before he is truly his brother's keeper. He must evidence an active interest not merely in the welfare of his own children but in that of his neighbor's children as well. Remembering that crime is like a disease, he must attempt to seek out its causes. He must also attempt to remove them. He must cooperate with the church and the school; lend his support to youth groups; take part in community development; and, last but not least, know and become interested in the activities of young people in his vicinity. Remembering that a national problem is a collection of individual problems, he must help youth preserve the precious heritage of life, liberty, and the pursuit of happiness.

This is the way, and the only way, to curb juvenile crime in America. The question is indeed "Cooperating Citizens—or Delinquents?"

# THE CHALLENGE OF

# Leadership

PEARL A.  
WANAMAKER



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**I** SOMETIMES believe the children of the pioneers who came to these shores from foreign lands still carry in their hearts the inspiration kindled in their parents by the Statue of Liberty. My own parents came to the United States from Finland and Sweden. Through the years they never forgot the hope and promise of Emma Lazarus' famous words inside the pedestal of the statue:

*Give me your tired, your poor,  
Your huddled masses, yearning to be free.  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tossed, to me.  
I lift the lamp beside the golden door.*

I think of those words often—not only in connection with my parents and the thousands of others who came as they did, but also in connection with my profession. The words symbolize the hope and promise held forth by our public schools just as truly as they symbolize the welcome to our land.

To our public schools come all the children. Our schools are the guardians of America's ideal of equal opportunity. And the leaders in those schools are offered a matchless chance to assist in making this ideal a reality. This is the challenge of leadership today—leadership in the development of human and natural resources.

## The Greatest Enterprise of All

**W**ORLD WAR II taught all of us to think in terms of big numbers. We grew accustomed to the concentration of millions of people in a single vast undertaking. We dealt in such large sums of money that even the word *billion* lost some of its glamour. For this reason many statistics seem a little unimpressive, especially if they deal with mere thousands and millions. But even in this postwar day when inflation seems to have affected

*Note:* This article is adapted from an address delivered by the president of the National Education Association at the recent annual meeting of the American Association of School Administrators.

the statistician as well as the banker, there is still one industry big enough to impress even the most jaded reader of facts and figures. This industry is education.

In terms of the people affected, public education is the biggest business in the United States. The year ending June 30, 1944, gave public education twenty-three and a half million cash customers—the enrollment in our elementary and secondary schools. These customers were served by a trained staff of eight hundred and fifty thousand men and women—the public school teachers of America. That is a big staff for any business.

Those figures deal only with people. Here are some financial statistics. The school plant consists of more than two hundred thousand buildings, costing about eight billion dollars. That is a big plant in any business. Its cost of operation was two and a half billion dollars, or about 1.5 per cent of the national income.

What are the prospects for education? Shall we continue to have as many customers? A look at the birth rate will give us the answer. In the five years after America entered World War II, thirteen million babies were born in the United States. The sharply increased kindergarten enrollment last fall was just the beginning of a great tide of new customers. It will be 1964 before all of them will have passed through our public schools.

And this will require vastly greater sums of money. Additional teachers must be hired. New buildings must be erected. Our nation will have to increase its present allocation of 1.5 per cent of its income to this huge business. We could spend 3 per cent and not exceed the efforts of nearly bankrupt England. We would have to spend more than 13 per cent to surpass Russia.

### A Global Leadership

WE shall need more than money, however. We shall need leaders, men and women to inspire their associates with vision and foresight for the future. Superintendents must inspire in their teachers the feeling of being a vital part of this great enterprise. The administrator is dependent on his teachers, who, sharing the work, must also share the glory. The children, too, must know that they are important to the successful operation of this business. From the day a pupil enters kindergarten he must feel within himself that this is his school—just as much a part of his life as his familiar home surroundings.

Children in the elementary school must learn through their teachers to accept the continuity of school life, thus achieving a balance and security that will carry them forward into better citizenship for the world. A respect for personality and

the creation of freedom are among the ideals that characterize American people at their best. Surely education must serve these ideals effectively.

No more propitious time was ever at hand for the acceptance of a challenge to leadership. The world is sick today. We have only to think of Nagasaki and Hiroshima, of Warsaw and Rotterdam, to realize what will happen if this sickness is not healed. Our only hope for a cure lies in those impressive words embodied in the Preamble to the Constitution of UNESCO: "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed."

At the present time educators find themselves in a brilliant limelight. The whole world is looking to the schools for guidance. The trials of the teaching profession are receiving more serious comment in the American press than ever before in our history. Education is in center stage, front, and the curtain has gone up.

### Government Aid on the American Plan

YOU may be thinking, "Is this any time to take on a challenge for more than our own nation? If our own education business is not in order, can we be reasonably expected to do more than solve our own problems?"

To me there is no choice. The challenge accepted here is the challenge accepted for the world. We can have no enduring system of free democratic education in the United States without extending that system to the children of the world.

The problems facing us are grave. One out of seven teachers in this country is employed on a substandard certificate right now. We have promise of scant replacements in the coming years, and we have an increasing school population. We have a record of miserably inadequate salaries for the teaching profession. Our school plant is overcrowded and in need of modernization. School programs must be expanded to provide education for all the children of all our people.

The recurring question of Federal aid is another challenge to educational leaders. The subject has been viewed with alarm; it has been hush-hushed, acclaimed, and fiercely fought; it has been faced squarely as an issue. Yet Federal aid for education is nothing new. Federal control is the significant factor and one that should occasion severe attacks of thinking.

Federal aid for education started as far back as 1802, when Ohio received land grants for school purposes. This was followed by the Morrill Act for agricultural colleges in 1862, by the Smith-Hughes and George Dean acts, the Lanham Act, and others. I dare say the majority of our administrators have at sometime or another worked with

different phases of Federal aid. Consequently every one of them should understand the fundamental issues: (1) It is possible to have Federal aid without Federal control. (2) We cannot have equal educational opportunity without it. (3) The current crisis in education will not be solved unless the taxing power of the Federal government is used for education.

Big business without funds is inconceivable, and yet we, as operators of the biggest business in the world, are indecisive about Federal funds for that business. Unless we take the initiative in leading our schools and our communities in a sound program whereby we can accept Federal aid and still retain control of those funds, we are again stumbling before the challenge of leadership.

The problems most prominently before the public today are inadequate salaries for teachers and the corollary, lack of adequate teaching personnel. In correcting these problems we reasonably enough resort to "selling" education. We know from surveys and experience that young people avoid a teaching career for two reasons: low salaries and lack of respect for the profession. Few young men and women are going to become teachers when they know that their street car conductors or garbage collectors receive more money than they themselves can expect. Likewise those now teaching are likely to desert their profession to accept a position that will double their income.

In my own state, Washington, we felt we had done a pretty fair job of raising teachers' salaries in the last five years. It came as somewhat of a

shock, then, to realize that actually our teachers are now getting less recompense in buying power than they did in 1940.

We paid, in 1940, an average salary of seventeen hundred dollars. Today we pay an average salary of twenty-five hundred dollars. But whereas the salary in 1940 was paid in real dollars, today it is paid in fifty-cent dollars. Thus the 1947 teacher receives something like twelve hundred and fifty dollars a year.

Even so, the argument that salaries must be increased to meet the higher cost of living is faulty. The cost of living is not the basic issue. The entire teaching profession must be raised to a higher relative professional plane, and increasing salaries merely to meet the cost of living is no solution. The teacher has been underpaid since the days of Queen Elizabeth and probably before. In our times the level of payment is little short of absurd.

### The Tide Will Turn

**B**BETTER salaries and professional stature in the community will attract young people into teacher education institutions. The desire to teach is far from dead. How many girls have turned to business when they really preferred teaching careers! How many boys have taken up other professions, even though they felt an almost unacknowledged desire to become teachers!

When teachers no longer feel set apart in their communities, through stingy salaries and unwritten social restrictions, our schools will be staffed with fine men and women who will fulfill to the utmost the demands of their profession. Until then we shall have teachers who are not equipped to teach, either by training or by temperament.

Yet I do not believe our school system is facing ruination. A fundamental faith in the American people and their institutions guarantees that our schools are in no immediate danger of breaking down completely. Nor will the children of the coming decade be so badly taught that they will be unfitted to join a world democracy.

Far more dangerous to our schools and to our world is smug thinking. Beware of being trapped by the thought that your school is small, your district unimportant, and your teachers too few to worry about. Your school is vitally important because it is a part of our democratic educational system. Your teachers are important because they are contributing members in a society dedicated to democratic rights and privileges. Those teachers must be inspired by straightforward, cooperative leadership within the school and by the confidence of the community and the nation. Then and then alone can we meet the challenge of educational leadership so sorely needed in the world today.



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**S**OMEWHERE between the first and the third years of his life a child usually comes into possession of two momentous abilities—walking and speaking. These new powers change his entire way of life. They are the keys to new kingdoms, and with them the child immediately sets out on a tour of exploration. Walking and talking, he discovers, make it possible for him to go after what he wants and reject what he does not want. He begins to cover space with restless agility; he learns to say no with increasing frequency and volume. He is on the move throughout his waking hours. In fact, he runs, walks, climbs, and jumps until fatigue overcomes him. He also asks questions all day long, talks to anyone who will listen, and, lacking an audience, prattles happily to himself.

In the process of learning to walk and to talk, the one activity sometimes runs far ahead of the other. A child who learns to walk first may be so entranced with his new freedom, and all the touchables it brings within his reach, that talking may be delayed or come slowly. Sometimes the reverse is true. In either case the development of these two abilities carries the child out of his mother's arms and his father's lap into a

# It's a Wide,

world that grows wider and more complex with each succeeding day.

The power to say no or to take to his heels, the ability to communicate with anyone he meets or to ride his bike around the corner and out of sight—these mean a wide, wide world to explore, a heady, upsurging sense of independence. Perhaps never again until the teens will there be such a welling up of power or such a concentrated break for freedom from parental apron strings.

## Independence Is Declared

**T**HE transition from the helpless dependence of infancy to the full use of his new powers brings many difficulties both to the child and to his parents. Wise parents realize that a two-year-old's incessant "No!" and his increasing tantrums are only symptoms of a healthy protest against the too restrictive discipline of an earlier period. And so they try to give him more freedom and to make him feel a sensible, necessary part of the adult world.

They permit him to make certain decisions for himself—select his own green vegetables at the market or choose which of his play suits he will put on each morning. Father encourages him to help rake leaves or shovel snow or even wash the car. These are easy and desirable ways of extending the child's sense of power and his desire to participate in grown-up activities. But to extend his physical freedom and safeguard the child at the same time—that is a more difficult problem.

The child who can be turned out, with his playmates, into a safe back yard, protected by a fence and equipped with plenty of movable apparatus, would seem to be adequately provided for. But no. Soon he begins to demand the freedom of the sidewalk in front of the house, so that he can fully enjoy his new "bike." Can he be trusted not to cross the street or not to go farther than from corner to corner? Alas, learning to walk, to talk, and to ride velocipedes does not carry with it the necessary prudence and forethought.

The mother's problem is a grave one. All

# Wide World

MAY HILL  
ARBUTHNOT



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**P**ROBABLY neither Christopher Columbus nor "stout Cortez" ever felt quite the entrancing excitement of the two-year-old when, having learned both to walk and to talk, he discovers the alluring possibilities of the world around him. But how will he get along in his new and ever expanding universe? How will the world receive this tiny, eager explorer? These are big questions, important ones for him and for his parents. Essential clues may be found in this, the eighth article of the 1946-47 preschool study course.

and again until he makes no mistakes. Finally Father stands on the curb and watches while the child makes the crossing alone several times. These steps are tried out on consecutive days, Father always repeating the directions in the same way.

At what age the child may be trusted to cross the street alone depends in part upon the steadiness of the individual child but chiefly upon the comparative danger of the street. A suburban side street and a congested thoroughfare are two very different things. No easily diverted small child is safe on any main highway or busy through street. His desire for independence must be satisfied in other ways.

## A New World of People

**T**HE ability to walk and to talk also brings the youngster into closer and more frequent contact with other children, either in his neighborhood or at nursery school. Since his peers are likewise experiencing the same struggle to assert themselves, their companionship usually stirs up a lusty clash of wills.

The patterns of social behavior that a child establishes in these first contacts with other children are worth watching because they may easily become the habitual social patterns of a lifetime. Pinching, biting, and knocking people over are only the young child's way of announcing "Here I am!" These inept examples of rough, puppy-like play are trying while they last but are soon outgrown. Not so the habit of bossy interference or ruthless dominance or sulking and withdrawal or easy, friendly compromise. Such conduct grows readily into permanent attitudes that color the child's future relations with his fellows.

How do children happen to fall into these desirable or undesirable ways of behaving? The answers are, of course, as numerous as the children, but perhaps a few examples will suggest some reasons.

Often a child unconsciously inflicts on others a form of behavior that has caused him to suffer. A child who is bullied at home may act the part

she can do is to instruct her child reasonably and well and then try him out. She will probably watch him at first. If he shows a sensible caution and obeys her instructions, well and good. But if he runs away or rides his beloved bike out of sight and out of bounds, then she must control both her panic and her relief. She must explain to him reasonably and clearly why he must be restricted to the back yard again, until such time as they both are sure he can be trusted.

Teaching safety is so essential a matter that it merits brief analysis. Begin with a hard and fast rule for the two- and three-year-old: *No street may be crossed without a grownup.* Later, when the child is around four and a half and his very best friend lives just across the street, the next step in training starts. Perhaps it is Father who takes him to the curb and gives clear directions. "Look both ways. If there is a car coming don't cross. Wait till it has gone by. Then look again, both ways. When there is no car in sight, cross the street quickly."

Father demonstrates his instructions over and over again. First he himself decides when they can cross. Next he lets the child say when—again

of bully when he gets a chance. The daughter of an unusually bossy mother may upset the nursery school children by her continual interference in their activities.

Excessive dominance, however, may come from entirely different causes. In one nursery school a certain small boy would seize any toy or apparatus he wanted, wresting it away from the protesting victim. He demolished other children's block buildings or toys, tore up their drawings, and knocked them off teeters or balancing boards. His teachers learned that this four-year-old was the eldest of three children and that the two younger babies had displaced him in his mother's care. He was



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working off his resentment on anything or anyone that came his way. He was proving his own worth to himself by making people do as he wished. Before he could treat other children gently and considerately, he needed to feel loved and wanted, necessary to those around him, and secure in his place in the family.

On the other hand, a similar situation in another home brought the opposite reaction. There the older child was not only displaced by the baby but was compared unfavorably with him. Soon this little girl began withdrawing when visitors came, carrying her straight hair beyond the reach of comparison with the baby's golden curls. At nursery school any competition or opposition made her give up quickly and run away. Her loss of security in the home had dealt this child a harder blow than she could endure. Her status was gone, her confidence in herself so badly shaken that she could not feel sure of any social relationship. To build in her once more a sense of being loved, needed, and valued for her own unique contribution was a long, slow process, demanding sympathetic patience both at home and in school.

## The Treasure Called Security

**W**HAT, then, makes a child outgoing, friendly and easy in his relations with people? Such behavior is the result of emotional security, a deep-laid feeling that develops when a child is a loved member of an affectionate family group. It is the best possible equipment a child can take with him on his excursions into the wide, wide world.

Security for a child begins in his mother's and father's arms. If he does not meet tenderness there, he is not likely, later on, to be able either to show or accept love and kindness easily. In a family where roughness and quarreling are habitual, the child acquires a deep emotional uneasiness—insecurity—from which all sorts of undesirable behavior develop. Conversely, in a home where love and kindness are habitual, the child is likely to be friendly and comfortable in his relations with other people.

The children born during the war years have proved this fact beyond all argument. Ted, for example, is a small boy who was moved around from pillar to post from his second to his fourth year, yet he is perfectly adjusted. He meets people easily, falls asleep readily in strange beds, eats well at strange tables, and plays absorbedly with his toys when left alone. Why? Because throughout those two irregular and trying years, he has had his mother's buoyant love and encouragement. Sometimes they saw Daddy, but when they couldn't Ted heard from Daddy. His father's love was as much a part of his life as was his mother's.

The child never heard anyone complaining, so he never knew they were all three of them having a hard time. Things were a bit queer now and then, but everyone was happy. This is the kind of emotional security that builds not only a child's inner happiness but his self-respect, his confidence in himself and other people.

We know all too well that material security has pretty well gone from the world. To be safe and comfortable is a delightful element in all well-balanced living, but it is not indispensable. With comfort gone and safety threatened, emotional and spiritual security still remain. They remain, that is, in homes where, despite all difficulties, parents love each other and their children. We find them in families where ups and downs are weathered courageously and better times are expected; where there is an unshakable faith in the decency of most people and, above all, a steadfast faith in a universe of law and order in which goodness will ultimately prevail. The child who goes out into the wide, wide world with friendly, confident good will does so because he possesses this inner security that changing fortunes can never undermine or destroy.



# WHAT'S HAPPENING IN Education?

- Why don't children learn the multiplication tables nowadays, the way they used to years ago?
- Why aren't all junior high school children taught the same subjects in the same grades, so that they will be equally well prepared to enter high school? Depending on where he goes to school, one child may be 'way ahead of another child in the first year of high school.

I SHALL try to answer both questions by asking another: How can parents share in the job of planning their children's education? Only when he has a share in that job will any parent know the answers to questions like those above.

How can this be done? Fortunately there is a new and very excellent solution in a small book called *Laymen Help Plan the Curriculum*, which was reviewed last month in this magazine. Helen F. Storen wrote it for the Association for Supervision and Curriculum Development. You can order it from the Association (one dollar a copy; reductions for quantity purchases), in care of the National Education Association, 1201 Sixteenth Street Northwest, Washington 6, D. C.

Parents looking at their schools often feel like urchins with their noses pressed against the panes of an alluring store window. But the best teachers and administrators want the parents to come in and stay in—not just as visitors during American Education Week but as consultants and co-builders of the curriculum.

Dr. Storen gives some encouraging instances. She tells how more than 240 members of the Montclair, New Jersey, High School Parent-Teacher Association met in a series of neighborhood groups to discuss the subject, "What Is the Part of the High School in Family Life Education?" Out of these discussions came recommendations for (1) practical courses in household skills and practical scientific information, especially about nutrition and child care; (2) more attention to human relationships by both school and home; and (3) sex education.

You will read about techniques ranging from opinion

polls to intensive surveys and school-, city-, and state-wide attacks. Dr. Storen also warns us of obstacles in the way—superintendents who are afraid laymen will want to run the schools, adults who are sure that the old ways are best, and teachers who resent giving any extra time after three-ten p.m.

It is to be expected that participation in curriculum planning will bring problems. Educators must learn to avoid shop-talk jargon. The person who monopolizes a meeting has to be dealt with. Citizens must be willing to sit down and work with other men and women from outside their own social circle. But it can be done, and our schools will be immeasurably stronger for intelligent lay participation in curriculum planning. Questions about what children should be taught and about grade placement can be discussed democratically in these joint meetings.

- My child is in the first grade and is learning to recognize and pronounce many words of whose meaning he has no idea. So at home it's a constant "What does this mean, Mama?" He gets the words from all kinds of sources—from nursery rhymes to science, sports, sometimes subjects that even I don't understand. Since a mother is supposed to be a "know-all," what can I say to him when I am completely at a loss to explain a word or an idea?

THE what-and-why age can be one of the most attractive and at the same time one of the most patience-wearing of all the stages in growing up. However, if a mother expects to be a "know-all," she is really in for trouble—ininitely compounded as the child gets older. Wouldn't it be better for you to help your son look up his own answers? I would recommend investing in a good children's

THIS department, which made its first appearance two years ago, again brings to the parents of America's children an up-to-the-minute account of current educational trends and the future practices toward which they lead. Our readers are cordially invited to send their queries to "What's Happening in Education?" in care of the *National Parent-Teacher*.

encyclopedia. There are also dictionaries compiled expressly for youngsters.

You as a parent have a golden opportunity to be an assistant teacher at this step in your boy's development. You can introduce him to the world of books and help him to gain valuable habits of independence and resourcefulness. If his questions center around some particular topic, take him to the library and ask the librarian for books suited to his interests.

And don't forget, when you are really desperate, you can always say, "Ask your father"!

- Why do some children seem slower than others in learning speech, reading, arithmetic, and so on?
- Why do some children seem to have no interest in making good grades at school?

THERE aren't any easy answers to these questions because each child is an individual, and his maladjustment may be due to many contributing causes: physical deficiencies, eye trouble, a broken home, even a possible influence by other children in the family. But how to get to the bottom of the maladjustment? Personally, I think the way developed by Dr. Daniel Prescott at the University of Chicago is the best so far.

Dr. Prescott decided that the fields of medicine, psychiatry, sociology, biology, and other sciences might all shed some light on the problems of child development. Does he expect every teacher to be expert in all those fields and in education too? No, he doesn't. He has, however, filtered out of the sciences some five hundred "generalizations" that can be applied to the problems of maladjusted school children. If a teacher knows them, or where to find them, she has the main keys to unlock the secret motives of her pupils.

Actually the possible explanations that might clear up either of the two abovementioned questions might be narrowed down to about fifteen. By testing, by studying a child's record, by visiting his home, or by other means, the teacher can select from these the true cause or causes of the difficulty. That's the hardest part. Prescribing remedies comes easily once we know where we are.

Does all this sound like a dreamy college professor weaving theories? Let me assure you that it isn't. For more than six years teachers in the Parker District, South Carolina, have used Dr. Prescott's plan. In Louisiana's city and rural districts it has also met with success. This year a large proportion of Maryland's teachers are learning how to bring the bounty of science to bear on the problem of understanding why their pupils behave as they do and what, if anything, can be done for each one.

In this column I cannot go into the method by

which teachers learn about the generalizations and how to apply them. It is enough to say that this technique demands more than reading books and taking summer school courses. But when a teacher has mastered it, she herself becomes a different person. She is not only a teacher; she is also a professional consultant on child development. Because she can give reliable answers to the questions that are most troubling to parents, she wins the esteem of the whole community.

- As he goes through school I want my boy to have the guidance of men who understand boys' problems. Thus far he has had only women teachers. I hear that the number of men teachers is decreasing. Is this true?

YES, very true. In 1900 nearly one in every three teachers (29.9 per cent) was a man. By 1941-42 the ratio was 21.3 per cent. Figures for 1943-44 show a further sharp drop to 15.2 per cent. Spot checks indicate that the percentage is still falling, largely because a man can make a better living in almost any other line of work. If you want your boys to have men teachers, you parents must find a way to raise teachers' salaries.

- Where can we turn for help in promoting the use of motion pictures in our school? We have a projector, but it isn't used as much as it should be.

TWO recent publications should be examined closely by everyone who is interested in this problem. The first is *Audio-Visual Methods in Teaching* by Edgar Dale, which was reviewed in the March *National Parent-Teacher*. The second is *Audio-Visual Education in City School Systems*, the N.E.A.'s December 1946 research bulletin. The latter publication is more for the planner and the administrator, but parents and teachers alike will enjoy Dr. Dale's book. As one reviewer said, "It is exhaustive without being exhausting."

A sample of the Dale prose: "Verbalism—the use of words which are not understood—is a disease usually caught in school." He foresees that all audio-visual methods, not just films alone, can help to overcome this sort of confusion.

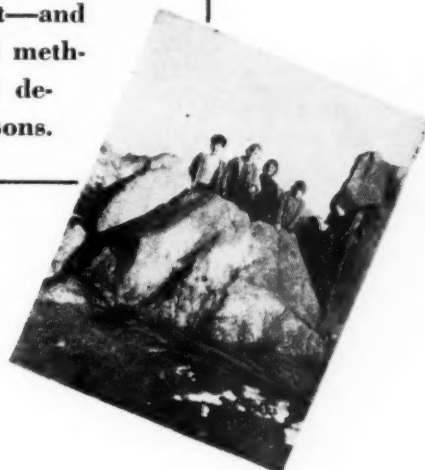
A sixth-grade instructor in a Middle Western school supplied this example of verbal difficulties: Aware of the old joke about the boy who wrote "The equator is a menagerie lion running around the earth," she set out to teach the equator concept as concretely as possible. But she did not succeed with all her pupils. When, at the end of her explanation, she asked, mock-seriously, "Why couldn't a monkey hang by his tail from the equator?" one boy replied, "Because it would be too hot."

—WILLIAM D. BOUTWELL

**W**HEN the blood of pioneers flows in the veins of a people like ours, the lure of lands away and the far, thrilling call of unknown scenes belong to our national heritage. Whether we Americans go by air or by water, by highway or by rail, or on what our grandfathers termed "shank's mare," go we must—and do. The author of this article prefers the last-named method of travel, for himself and for his children, and defends his choice with some pretty persuasive reasons.

**ROBERT  
M. ORMES**

## **WANDERERS** *Afoot*



**I**T was my wife who began our family excursions that have opened up new vistas of recreation for all of us. She and I had always enjoyed hikes in the country, but then Johnny came and we didn't have much time for wandering. My wife's expeditions took the form of the daily two blocks' trip to the grocery store. Even the most enthusiastic walker would hardly call this trek an exhilarating experience. Only when Johnny grew old enough to go along with her did she see through his eyes the inexhaustible supply of objects, both new and familiar, that could arouse excited curiosity.

There was the Livingstons' dog, sleeping in the sun in exactly the same spot every day. Could he really be alive? They had to poke him to find out. There was the low brick wall Johnny walked on

to be the tallest member of the family. There was a moving van being emptied of furniture in front of the house where the striped cat lived. And the little girl on roller skates who fell down and cried. And a trench being dug, so deep that all you could see were shovels of dirt flying out.

Soon so much lively talk about what they had seen led me to join them when I could. As small legs grew stronger, we went farther afield. We visited the drugstore, the school where Johnny would be going in a few years, the hospital where little Nancy arrived in this world. And now Nancy herself has gone through the same initiation and can do her stint unassisted.

Everyone, of course, learns walking for convenience. No hidden values lie there. But we have found one kind of walking that requires teaching—at least the teaching of experience. It is the kind that takes us into needed solitude, enhances the joy of companionship, brings physical weariness and mental peace, and allows us leisure to know intimately the scenes that surround us. We like to think of this kind of walking as exploration, because an essential part of it is the exploring state of mind, whether the subject of study be one's inner self or the intricate process of erecting a building.

Much of our family life centers around these expeditions. The best of them, we all agree, involve a picnic lunch. On our first attempts we hacked up most of the day getting ready and were hungry and grouchy long before





we reached any destination. Soon, however, a system was evolved for a quick getaway. In the back hall we keep a wooden box containing empty jars of various sizes; a canteen; a bucket; a skillet and pot kept in paper bags to prevent the black from getting on things; cutlery, including a long fork and spoon; matches; salt; can opener; cups and plates of paper and aluminum; a cooking glove; an ax; and three knapsacks—my large one, Johnny's smaller one, and a pint-sized model for Nancy. This last was custom-built by a friend who ridicules picnics, but to Nancy it is no comic gesture. She would be insulted if she were not given a load.

When picnic call is sounded, my wife takes out her list—soup, fruit, bread, meat, jam, peanut butter, cheese, coffee, milk, vegetable, dessert. She may not have all these items, but there must always be something to cook over an open fire. Johnny and I pack the knapsacks with coats, items assembled in the kitchen, and the proper articles from the picnic box. And we are off.

We use our car to boost us to a good starting place. Then we set out on foot for our rendezvous. Sometimes my wife and Nancy go by the shortest way while Johnny and I choose a more roundabout route. If the camp site is distant, Nancy takes turns riding on my shoulders and walking.

We have a mental catalogue, always growing, of places to go in different seasons. There is Rimrock, where an overhang on a canyon wall gives protection from rain or snow. There is the Armchair, a U-shaped wall of sandstone that on raw spring days acts as windbreak and reflects the sun. There are shaded dells along the brooks for the hot part of summer, and platforms of gravel high on the ridges for cold, windless winter days.

When Johnny began asking me to take him on a "really big" hike, I remembered experiences of my

own boyhood. I remembered that first marathon, when my brother and I hiked ten miles up the Ute Pass highway and back again. We were so stiff we could hardly waddle to Sunday school the next day. But we had walked twenty miles and made fifteen hundred feet of altitude. And we had seen deer prints in the snow.

### Haunts of Matchless Memory

I RECALLED my first overnight trip, when my father had taken me to the Bottomless Pit on the slope of Pike's Peak, and how he woke me in the morning to see a bighorn ram on a crag across the valley. Not every youngster can have a bighorn served

up at dawn, but he can find the country beyond the horizon. He can lie before the embers of a campfire and drift off to sleep while listening to the strange sounds of the night. He can wake in the morning with that delightful bewilderment about where he is, and get up to warm his back in the sun while the mingled smell of bacon and wood smoke excites his already keen appetite.

I began to devote Saturday afternoons to outings with Johnny. From a topographic map we would plan a route leading us to some high point not visited before. Sometimes we used the bus line so that my wife and Nancy could drive out later in the car and join us for a picnic supper.

Bill Strickland, who was the object of Johnny's admiration at school, called up one Saturday and invited him to the movies.

"What movie?" we wanted to know. Bill's idea was to decide when they got downtown.

Johnny was clearly pleased at being invited by Bill. Yet he did not want to give up the day's outing. Bill had a long wait on the telephone before Johnny worked out a solution. "May I ask him to go with us?"

So Bill became a regular. Afterward he was joined by Warren and Tommy and a second Bill.

Mr. Stebbins, Tommy's father, asked me one day if I didn't find his son a difficult child. "No boy," I told him, "could be difficult on these trips. They like them too well." He wanted to know what kind of discipline I used. The nearest thing to discipline I could remember had occurred once when it seemed to me that Tommy was throwing too many rocks at too many things. I kept the boys walking pretty fast, and every time Tommy almost caught up with us and almost picked up another rock, we were off again as briskly as ever.

Then Mr. Strickland came around and introduced himself. "It's my turn to give your boys'

club a treat tomorrow. What do you think I should do with them?" This was the simple beginning of the Four Fathers' organization.

Tom Stebbins was the last to come in. He felt hesitant about conducting outings, since he was not interested in them except for his son's sake. That was why we suggested that he do something different with the boys. It turned out he had always dreamed of living on a little farm. Without any attempt at formal instruction he has taught the youngsters some very sound lore about the soil and its dwellers. They have learned how to look at a horse, why henhouses have electric lights, and the reasons for contour plowing. After Johnny had visited a few farms with the Stebbinses, I noticed he didn't use the word *cow* very often; instead, it was always a Holstein heifer or so many head of Hereford steers.

### Vistas Beckoning Far

THE rest of the Four Fathers, with only one week end in four to provide for, could treat our charges and ourselves to a generous sprinkling of overnight trips in new hunting, fishing, and mountain-climbing areas. I am thinking now of a January day when we climbed one of the Spanish Peaks. We went by car, arriving at the base about five in the afternoon, and started at once to climb. It was snowing and not very cold. We could not see far, but all the ridges we knew led to the summit.

By eleven that night we had come up into the clouds and the diffused moonlight. We had some food and lay down to rest in our heavy jackets. It must have been about one when we awoke. The clouds had dropped below us and formed a great, fluffy floor. We finished the climb under the brilliance of full moon, plowing laboriously through snow that was sometimes soft and deep, sometimes unexpectedly crusty. There were a few white peaks to the west, likewise cut off by the cloud from the darkness below; the sky was more vast than it had ever seemed. It was a world such as St.-Exupéry describes in *Wind, Sand and Stars*.

In a few more years my son and his friends will be camping and scouting. These activities will bring new skills and invaluable experiences in group discipline and responsibility, but they will supplement rather than supplant the less formal customs and associations that have already been well started.

As far as outing habits go, there is hardly a transition as one grows from

boy to man. My father's youth was spent roaming and exploring the woods of Michigan. When he settled in Colorado Springs he immediately became interested in trails. He found the bridle trails that General Palmer and other pioneers had left behind them. He found nearly obliterated trails to prospect holes and mine shafts. He found the path the Utes had followed in their migrations between mountains and plain. He found short, well-worn trails from hillside to brook that could only be explained as the ways of elk and deer. The innumerable trips required to satisfy his curiosity meant a gold mine of expeditions for the family.

### A Tradition in the Making

I CAN remember a period when my relations with him grew strained. It was during my adolescence. I had acquired a Model T and with it a lofty contempt for any territory within sixty miles of home. Only in the occasional outings we still had together did my father manage to keep a thread of sympathy alive between us. And it took me a good while to realize that I in my Model T was merely carrying out the tradition he had implanted.

We have bought some surplus army sleeping bags. By next summer Nancy will be ready for her first big outing. She will climb a sizable hill with some rough scrambling on it. She will have steak broiled over the coals, and she will roast marshmallows. She will go to bed, not at half-past seven but when the fire has made her sleepy. She will lie on a mattress of fir boughs. And perhaps just before she closes her eyes she too will look up at the stars and exult.

*Note:* The illustrations in this article show the Ormes family and their young friends afoot in the Colorado hills. Photographs were supplied by the author.





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# HOW TO Think ABOUT YOURSELF

•  
BONARO W.  
OVERSTREET

## You Are an Individual

**I**F it were not so, we would say that it *could* not be so—that this earth could contain more than two billion human beings at one time and that other human beings could have lived and died in multitudes throughout the centuries, without any two of them being exact duplicates. We would say that it could not be so, except that we have never known two people precisely alike. And, too, we have somehow always been aware of our own undefined but vividly experienced uniqueness. Nature turns out no rubber-stamp editions.

The fact that duplication does not happen—not even by accident, if by nothing else—may seem odd when we think only of how many people have inhabited the earth. But when we think of the matter from a different angle, considering all the variables in the situation, we see that nothing Nature could possibly produce would be as amazing as an exact duplicate.

We have all, I suppose, at one time or another tried our hand at the kind of puzzle that asks us

to say by how many different routes a man can walk from home to work if his house is ten blocks north and ten blocks west of his office. I still recall my own first stab at such a problem. It seemed to me at first glance almost too simple to bother about. I picked up my pencil, squared off on a piece of paper my diagram of ten blocks by ten, and went naively and confidently to work. But before many minutes my fingers were halted by astonishment—and defeat. I would never have thought that so simple-seeming a design could contain so many variables.

When we turn not to a ten-by-ten square on paper but to a really complicated situation like the human one, the number of possible patterns that can be wrought out of the variables becomes astronomical. We cannot calculate them even by a theoretical process.

There are, first, all the possible differences in bodily structure: height, weight, bone size, texture of hair, texture and pigmentation of skin,

color and shape of eyes, length of eyelashes, quality and arrangement of teeth, types of blood, glandular equipment, muscular and nervous systems—to say nothing of the countless other variants not known to our lay minds. Now if we add to these all the more complicated factors of mind and emotion, we begin to see how unbelievably small the chances are that Nature could ever turn out duplicates.

In practice, of course, we never know people until their native equipment has been modified by what psychologists call conditioning. It begins with the infant in its mother's womb and continues through all the infinite variety of social and environmental factors that shape a life.

The more we think about the human situation, in brief, the more clearly we see that what is really astonishing is not that all people are marked by differences but that there are among them so many uniformities, so many characteristics that we can use as bases for our social relationships.

### One Out of Many

LAST month we talked about an unfamiliar meaning of a familiar word, *idiotic*. We showed that, both in its origin and in its technical uses, it means *private, peculiar, one's own*. It designates a person or attitude or type of behavior that lies so far outside the norm that it cannot communicate with that norm. That which is *idiotic* is cut off from the realities of life. It cannot link itself with those realities or with the great human crowd that lives by them.

We want now to think of two other familiar words, *unique* and *individual*. These words also carry to our lay minds the impression of what is private, peculiar, and one's own. But they do not at all carry the sense of life cut off from life. They imply, rather, differences within uniformity, differences that are interesting, not tragic. They make us think of what is distinctive within the common human pattern, not of what lies forlornly outside it. So for the sake of clarifying our own position within the larger scheme of things—our own vivid sense of selfhood—we might think for a while about these words.

*Unique* comes to us from the Latin *unicus*, meaning *single in kind or excellence*. *Individual* comes likewise from the Latin, from *individuus*, meaning *indivisible, of one essence or nature*.

The unique individual is not, like the idiot, a distortion of human nature but a fulfillment of its infinite possibilities. Where there is uniqueness of interest and insight, there is the logical expression of the fact that Nature does not go in for the rubber-stamp technique. Where there is individuality, there is the logical expression of the

THE rubber stamp, invented by man to save himself a little trouble, has no counterpart in nature. Nature is an artist, a craftsman, and because they are works of art, no two of her creatures are exactly alike. What this single fact means to millions of men and women living together on a crowded globe is here set forth by Mrs. Overstreet in all simplicity and truth.

fact that a healthy self is a whole self, indivisible. The pieces hang together, so to speak; mind and body function in harmony.

What this all comes down to is that there are ways in which we want to be different from other people, because Nature has given us the equipment for being different, for being ourselves. There are also ways in which we do *not* want to be different from other people, because these ways of difference would take us outside the great uniformities that make it possible for us to live together in mutual understanding.

All this may sound very philosophical and abstract. But actually the problem of how we want to be different and how different we want to be is a very practical one for all of us. If we want to be different in ways that break away from the dependable uniformities of life, we move toward the *idiotic*, even though we may still be counted as more or less sane. If, reaching for a timid security, we try to be so much like other people that all our tastes and standards are borrowed from them, we are scarcely human at all; we are trying to do what Nature has resolutely not done



© Conrad Eiger

—that is, go in for duplication. Somewhere between these two extremes lies the way of unique individuality, of being our own integrated selves within a larger, uniform pattern of humanity.

This seems to be one of those cases where the only way to get a true slant on an intimate practical problem is to think for a while as philosophers think, to talk for a while of what is *universal* and what is *particular*.

On a farm in Vermont where our family spends the summer months there is a stretch of woodland, and on it there are maples, pines, beeches, oaks, hickories, and birches. Each variety differs in its characteristic way from all other varieties. There are also numerous samples of each type, though each sample is itself unique. We would not mistake the great sugar maple at the edge of the wood for any one of the small maples that cluster along the brook. Each is unique; each is individual. But no one of them is a distortion of our idea of *maple* or a distortion of our even broader idea of *tree*. Each is simply what we call in philosophy "a particular embodiment of a universal."

Here, then, is the clue to the difference between what is idiotic and what is unique and individual. Attitudes and behavior that are idiotic do not embody the universal; they lie outside the pattern. Attitudes and behavior that are unique and individual embody the universal in a way that it has never exactly been embodied before. They do not flout the pattern; instead, they reveal aspects of it not revealed in duplicate fashion anywhere else.

So we come, by way of philosophic insight, to our own everyday question of how we want to be like other people and how we want to be different from them.

### How Individuality Emerges

**C**OURTESY, honesty, consideration, generosity, dependability—each of these words (and we could add many others) is a *concept*: a general or universal idea that includes many particular, concrete instances. How do we want to relate ourselves to these concepts? If we claim to be so different from other people that we are not bound by the ordinary rules, we move toward the isolated, the idiotic. But if we accept such concepts as binding upon us and then try to apply them according to our own insights in our daily living, we tend to become increasingly individual.

Take courtesy, for example. Here is a woman who mentally and emotionally—and sometimes physically—elbows her way through life. Invariably she does more than her share of the talking. She enjoys making other people feel stupid. She drives a car as if the public highway were her

private possession. In every organization to which she belongs she steam-rollers her way to a position of authority.

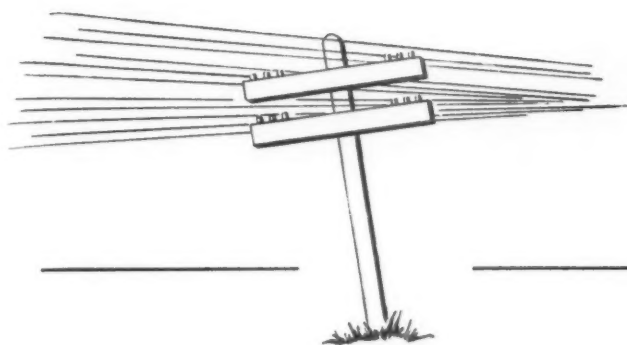
This woman describes herself to herself, and to whoever will listen, as too intelligent to be always giving way to a lot of fools. But to an impartial and psychologically minded observer her conduct savors of the idiotic; that is, it lies outside the pattern of behavior which is a minimum requisite for our living together. If all people adopted her point of view the conduct of a reasonable society would be out of the question.

### Variety in Unity

**H**ERE, in contrast, is a woman who deeply feels that courtesy is a bedrock obligation. To her it is not something artificial but a basic admission of the fact that we human beings are all caught in a situation which we do not half understand but within which we all have to live together. This woman does not feel that her individuality is cramped by what courtesy asks of her; she feels, rather, that her individuality is expressed thereby. Through courtesy—to her children, her husband, her friends, her fellow club members, the people who serve her in stores and restaurants, the people with whom she shares public conveyances, the people with whom she differs in religion or politics, the people who come from cultures and races unlike her own—she expresses her deep conviction that every human being is a unit of desire and dignity, just as important in the scheme of things as she herself is.

This woman does not have a cut-and-dried, rule-of-thumb etiquette. She has a sustained responsiveness to the world and the people in it. This woman is an individual, an integrated personality that is not a rubber-stamp duplicate. She does not have to try to be different; she is different. But she is different *within the pattern*. If all people adopted her point of view, the conduct of a reasonable society would be a more simple matter than it now is.

Here, then, is one more way in which we must learn to think about ourselves. We have talents and limitations that are our own. We do our daily living within situations that, however typical they may be, are more than rubber-stamp versions of the situations that other people have to handle. We will become unique individuals—and a definite asset to the world—to the extent that we learn to embody in practice the great universals that underlie our human living together. We will become idiotic—and a liability to the world—to the extent that we try to live outside these universals, to pretend that because we are so different from the rest of humanity these universals do not bind us.



# Notes from the

## NEWSFRONT

**Twice and Thrice as Much for Education.**—"The number of teachers now serving American schools should be doubled and the sums appropriated for schools should be trebled." So recommends a group of educational leaders appointed by the American Association of School Administrators to study the postwar needs of our public schools. You may read their conclusions in a significant report just published by the N.E.A., *Schools for a New World*. Among other sound proposals the writers state that there should be fifty teachers for every thousand students.

**To Remember in April . . .**—It was on April 17, 1790, that one of our greatest citizens died at the age of 84. If there had been a P.T.A. in his time he would assuredly have been an active member, for he once wrote, "Nothing is of more importance for the public weal, than to form and train up youth in wisdom and virtue." His name? Benjamin Franklin.

**Recipe for a Way of Life.**—A New York University anthropologist has made a list of the essential elements in our western culture; that is, all the things that make us think, act, and even dress more or less alike. Among the items are the factory system, universal suffrage, banking and insurance, electric communication, the press, printing, transportation, art, modern sanitation, systems of public safety, mail service, radio, movies, the scientific storage and distribution of foods, and sports and athletics. An American community lacking any one of these elements, says the professor, suffers greatly.

**Smother That Din.**—It may not be long now before your home can be soundproofed as effectively as your favorite restaurant—and much more easily, too. America's paint manufacturers are developing a new method of treating walls to absorb noise and clatter. The walls are first painted with an adhesive coating of varnish, lacquer, or enamel. They are then covered with short fibers of wool, cotton, or rayon to make a thick, suede-like surface in any color you like. Result: walls that not only absorb sound but are also very decorative.

**Nose for News.**—Before the war about one third of the American people bought newspapers. Today the figure has risen from 33 per cent to 40 per cent, according to a Twentieth Century Fund survey.

**Religious Book Week.**—Parent-teacher committees, especially those on character and spiritual education, home and family life, and world citizenship, have a month to prepare for this annual observance, which will take place May 4-11. Its sponsor, the National Conference of Christians and Jews, has published a 36-page list

of books dealing with the theme of brotherhood and good will as expressed in all faiths. The same organization will also send a folder containing suggestions for Religious Book Week programs. Write to the Conference at 381 Fourth Avenue, New York 16.

**Lay Away the Darning Egg.**—An advance notice of the millennium, at least for housewives, comes from England. There an enterprising gentleman has designed a tiny loom for darning socks. The gadget can be held in the palm of the hand and can darn holes of any size neatly and swiftly. The inventor hit upon his idea while a prisoner during World War I.

**A's for G.I.'s.**—A survey of fifty typical U.S. colleges and universities discloses that veteran students are nearly always superior to nonveterans. Many institutions even report that veterans are achieving higher scholastic records than any comparable prewar student group. Another interesting fact is that, on the average, married veterans receive better grades than their bachelor classmates.

**Laurels to the Girls.**—Girl scouting is now thirty-five years and one month old, having celebrated its birthday on March 12. In this country there are 1,000,000 Girl Scouts living in more than 8,000 communities. The total world membership, however, is about 5,000,000. The organization, known internationally as the Association of Girl Scouts and Girl Guides, is today represented in almost every civilized country of the globe.

**Presidential Data.**—Only one President of the U.S. was unmarried: James Buchanan. . . . Four Presidents were married twice: John Tyler, Millard Fillmore, Benjamin Harrison, and Theodore Roosevelt. . . . Of the married Presidents only five were childless: Washington, Madison, Jackson, Polk, and Harding. . . . Theodore Roosevelt, inaugurated at the age of 42, was our youngest President; William Henry Harrison, 68, our oldest. . . . And John Adams, who died at 90, had the longest life of all our chief executives.

**Reading Made Easy.**—Select a title, put a quarter in a slot, pull a lever, and out will pop the paper-bound literary masterpiece of your choice. Sometime in the fairly near future this technique of obtaining reading matter will seem as familiar as all the other kinds of slot-machine shopping. Vending machines to deliver any one of 96 paper-bound books are currently being manufactured for large-scale distribution.

**Baffled? Not for Long.**—Not all the resources of science, observes a modern philosopher, could solve the problem of opening Pullman-car windows without breaking either the window or a human arm. So science, undaunted, proceeded to aircondition trains!



# NPT Quiz Program

**COMING TO YOU OVER STATION H-O-M-E**

*Through the Facilities of the National Parent-Teacher*

**GUEST CONDUCTOR: PAUL WITTY**

*Professor of Education, Northwestern University*

● *I always read and enjoy the book reviews appearing in the National Parent-Teacher, but I should like to learn more about recent books suitable for my two children. I have a little girl in the first grade and a boy in the fourth. We live in a small town, so the school and public libraries haven't too much to offer in the way of recreational reading. What are some of the books and magazines that they can enjoy at home?*

**F**OLLOWING are two short lists of well-written books that are rich in humor, excitement, adventure, and surprise. All of them have proved to be favorites with boys and girls in the Chicago area. Those in the first list should appeal strongly to your daughter; those in the second should please and satisfy your son.

## BOOKS FOR CHILDREN IN THE PRIMARY GRADES

*Angelo, the Naughty One* by Helen Garrett  
*Angus and the Ducks* by Marjorie Flack  
*The Fast Sooner Hound* by Arna Bontemps  
*Five Chinese Brothers* by Claire H. Bishop  
*The Little House* by Virginia Lee Burton

*Little Toot* by Hardie Gramatky  
*Madeline* by Ludwig Bemelmans  
*Make Way for Ducklings* by Robert McCloskey  
*Mike Mulligan and His Steam Shovel* by Virginia Lee Burton  
*Millions of Cats* by Wanda Gag  
*Pelle's New Suit* by Elsa Beskow  
*Peter Churchmouse* by Margot Austin  
*Yonie Wondernose* by Margaret de Angeli

## BOOKS FOR CHILDREN IN THE MIDDLE GRADES

*Freddie the Detective* by Walter Brooks  
*The Great Geppy* by William Pène DuBois  
*The Hundred Dresses* by Eleanor Estes  
*Justin Morgan Had a Horse* by Marguerite Henry  
*Laffy of the Navy Salvage Divers* by Irin Vinton  
*The Matchlock Gun* by Walter D. Edmonds  
*Mr. Popper's Penguins* by Richard and Florence Atwater  
*The Moffats* by Eleanor Estes  
*Paddle-to-the-Sea* by Holling C. Holling  
*Twig* by Elizabeth Orton Jones

The following magazines are popular with children in the primary grades: *Children's Playmate*, *Jack and Jill*, *Children's Activities*, and numbers 1, 2, and 3 of *My Weekly Reader*. Children in the middle grades like *Child Life*, *Story Parade*, *Junior*, numbers 4 and 5 of *My Weekly Reader*, and *Plays*.

Perhaps you yourself will be interested in some of the new books for children that are reviewed in the *Horn Book Magazine*. And you may wish to read more about children's literature in Anne T. Eaton's *Reading with Children*, Annis Duff's *Bequest of Wings*, and Josette Frank's *What Books for Children?* All three of these books will help you grow in an understanding of what books your children need and how to make of their reading an exciting, intellectual adventure.



© Ewing Galloway

● *About three months ago I was told by a reliable person that my little girl, who is six years old, has a very high IQ. This person described her as a "child genius" or "near genius." Since that time I have been greatly worried about my responsibility to my daughter. What can an average mother, like me, do for such a child?*

**T**HE first thing you can do is give up the idea that your daughter is a "genius" or "near genius." Most authorities in the field of child development agree that using these terms to describe very bright children is unjustifiable. It has been demonstrated time and again that a high IQ is not a synonym for genius, nor is it necessarily an assurance of outstanding achievement in later life.

Moreover, recent studies make it clear that the intelligence quotient is not an unchanging index; it appears to be much more variable than we used to believe. The authorities warn us that predictions about children's future development should be made with extreme caution and only after many other things, in addition to the IQ, have been most carefully considered.

It is also agreed, however, that uncertainty about the future of the gifted child should not keep us from accepting the challenge offered by his present attainments. "Treat each child in terms of his unique nature and his current needs" is a good maxim. Such needs may be revealed in many ways, often by tests in school. Certainly John, a very bright boy of eight who said on a vocabulary test that *flaunt* means "to show or display with intent to show" and Mary, his classmate, who stated that "Mars is a god of war, a planet, also a verb," richly merit educational opportunities that will allow them full expression of their unusual abilities. They, like your daughter, are gifted children.

Do your best, then, to give your little girl enriching experiences of all kinds. She can use them and appreciate them, and they will add much to her enjoyment of life. Remember, though, that intellect is only one phase of a child's many-sided nature. The healthy, happy youngster is one who grows in every way, not just mentally; one whose development, in other words, is well-rounded.

You will want to make sure not only that your daughter's physical needs are met but that her social and emotional growth are normal and whole-

some. Give her your attention and affection. See that she feels secure in her experiences at home and at school. If you do this, while providing for development along many lines, you may rest assured that intellectual growth will continue unhampered. More, and more important, you will be doing the biggest job any parent can do—guiding the progress of a happy, harmoniously adjusted personality.

● *My boy is four and a half years old. He has always been interested in words and has been trying to read them since he was three. He knows the numbers to ten, the alphabet, and how to spell some simple words. Now he wants to learn to read his books. What worries me is this: I have heard somewhere that it is unwise for a parent to try to teach a preschool child to read. What shall I do?*



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**T**HIS is a problem to which there is no easy answer, since so much depends on the nature of the child and your own qualifications as a teacher of reading. In general, however, it is undesirable for any parent to attempt to give instruction in reading to his child. It takes a trained and experienced person to be able to judge just when a youngster is really ready for

that instruction and what materials will be most appropriate to use in the initial stages.

But this doesn't mean you can't do a great deal to help your child get *ready* to read. Readiness for reading depends both on his mental equipment and on his physical health, emotional development, and social maturity. The child who is prepared for reading should be able to work in harmony with other children. He should have learned to express his own ideas and to listen to those of others. More, he should be able to approach new learning situations with feelings of self-confidence.

Every parent can make vital contributions to the building of all these attitudes and abilities. Be sure to supply your little boy with many picture books, and read him many stories. Also, encourage him to use new words and express himself clearly. Boys and girls who discover early in life that books can be an endless source of knowledge and pleasure seldom have trouble learning to read.

My advice to you is to do all you can to help your son develop proper attitudes and the right background for reading. Leave the actual job of instruction to the skill of the classroom teacher.

# I Want My Children To Have Driving Instruction — in High School —



© National Safety Council

**A**S an executive officer of an organization working in the field of public support for highway safety I am pledged to advocate driving instruction in the high schools of our nation.

As an adult driver I am now aware of the shortcomings I displayed in the early days of my career at the wheel of a motor vehicle, and I am even more aware of my faults today.

As a parent I am convinced that if my son and daughter are to operate motor vehicles they must acquire basic concepts and basic skills from a source in their accustomed educational environment. Obviously this can be either the school or the home. In my opinion a school with a complete course in driving instruction, presented by qualified teachers, is better fitted than I am to stimulate proper attitudes in my children and teach them skills that will assure their competence as safe highway users.

With a shifting of the order in which I have advanced them, I want to examine and enlarge upon these three points. As far as possible I intend to allow no prejudices or desires associated

with any one of these items to affect my thinking in regard to another. First, let's look at the case for the school as the source of driving instruction.

## Training Youth for Highway Roles

**S**OME may feel that the ability to operate a motor vehicle safely is not a part of the process of school education—that it more rightfully should be handled by the parent, the police, or the motor vehicle licensing authority. This view I do not share. I look upon the school as the place where my son and daughter will build social attitudes and will begin to attain social adjustments.

If such is the case and if my wife and I do our job as parents successfully, our children will enter young adulthood equipped with certain abilities in language and mathematics and with a broad basic knowledge of music, history, and literature that will enable them to fit into today's society. Naturally, I hope they will have started the development of some specialized skills leading toward gainful employment, as I hope they will have begun to show qualities that will make them good marriage companions and good parents.

It is difficult to conceive any of these relationships apart from the direct or indirect impact of transportation. From the moment of their birth my children were potential highway users. The mobility of our national life is such that unless an individual is capable of being a safe highway user, he is not well adjusted.

For years the hope for safe highways has been built on a foundation of engineering, education, and enforcement. The civil engineer plans and builds a highway that is as safe as the features of the terrain will allow and modern engineering knowledge can devise. The automotive engineer blueprints and turns out a motor vehicle with a high safety factor. The traffic engineer locates the

## PAUL H. BLAISDELL

signs, signals, and markings and plans the flow of traffic to give it a maximum of orderliness. The police direct their energies toward the assurance of highway traffic that operates by the rules, warning or penalizing the nonconformist. These are all specifics. Now what does education do that is as concrete?

A good system of public or private school education integrates safety—and with it highway safety—into its curriculum, starting at kindergarten or first grade. In these impressionable years the first safety lessons are assimilated. At home and in school the child receives his first instruction in the safe use of the highways as a pedestrian: "Be careful crossing the street. Obey the school patrol." Elementary schoolteachers have done a magnificent job of planting the safety idea. But when the child reaches high school there is too often only the vestige of this earlier safety program; there are no new challenges.

In the high school years the average youth starts to shift from the status of a pedestrian highway user to that of a vehicle highway user. Why, then, is not the school the place for the next step in the evolution of safety education, that of making new drivers safe drivers? My argument for driving instruction in high schools must rest on the logic that such instruction is rightfully a part of the school educational process. As someone has expressed it: "The school has no more right to expect the police to teach driving than it has a right to expect the local bankers' association to teach arithmetic."

### Shall the Parent Be the Teacher?

THE school official, of course, is ready with his answer: "Our curriculum is crowded and driving instruction should be done at home." Again I'll return to my own case to refute the argument laid down from this vantage point. Like the average American, I'm certain that I am a good driver. My record of more than twenty years with a driver's license proves that I'm not a menace on the public highway. Tests show that I have rather extraordinary skill at judging speed and distance. Perhaps,

**B**YOND all question is it our national obligation to remove the perils that haunt the highways—chief among them the motorist who lacks either driver's skill or citizen's safety-consciousness or both. The best if not the swiftest method is to rear a generation of instructed drivers. The high schools can help. And so can the P.T.A.

then, I would be a good instructor for my son and daughter.

But I don't think so. In the first place, I recognize faults in my own performance behind the wheel. Because I can judge speed and distance I take chances in overtaking and passing other vehicles. I'm prone to forget the proper hand signals. Having driven a motor vehicle since 1924, I regard it as an almost foolproof mechanism.

If I teach my son and daughter to drive I'll pass my faults along to them. If a qualified instructor in their school teaches them to drive he'll do it by a carefully evolved plan that has no place for errors. The benefit of years of research by numerous organizations, supplemented by practical experience, will have gone into his training as a driving instructor. He'll start by developing safe driving as a social attitude in the classroom, and he'll move from there to the highway to apply this attitude and to acquire skills in the use of a complicated piece of machinery—skills that I take for granted.

I know I'm not the world's best driver, and the mere fact that I hold a driver's license does not qualify me to instruct others. I might as well attempt to lecture on the theory of atomic energy,



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the chemical principle of valence, or the foundations of early Egyptian civilization. True, as a parent I can help the school by stressing, in the home, the social attitude of the safe highway user. I can help the school by practicing good driving when I am the operator. But I'm not the one to give the basic instruction.

### Down with Highway Hazards!

**T**HESE views about the role of formal education in promoting highway safety are not mine alone. They are the views on which safe driving organizations supporting driving instruction in high schools establish their case. Driver education and driver training in the schools are relatively new, and only recently have we begun to assemble the facts that prove their worth. Such evidence as has been accumulated shows that school-trained drivers have fewer violations, fewer accidents, and fewer serious accidents than drivers trained in other ways. On the other hand, when we look at the total picture, drivers of the ages from sixteen to twenty have a traffic accident record "worse than any other age group and, based on driver miles per fatality, five times worse than the safest age group."

Following the President's Highway Safety Conference of 1946, the National Committee for Traffic Safety designated driving instruction in high schools as second only to broad, general support for the recommendations of the President's Conference. This Committee, functioning as a clearinghouse and coordinating agency for eighty great organizations working for safe highways, is in a position to advise, stimulate, and assist the groups with their own traffic safety programs.

The National Congress of Parents and Teachers, as one of the organizations represented on the National Committee for Traffic Safety, has a definite responsibility to further this important phase of our national educational program. Although our efforts must be adapted to local conditions and needs, the time is not far distant when eighty or more national organizations, composed of nearly 128,000 local units in the United States, will be a real power in the field of safety education.

Death to more than thirty thousand people and injury to more than a million others annually on our streets and highways is a tragic waste of our personal and economic resources. To me the greatest hope in the highway safety equation is that of educating a nation of good drivers.

Yes, as a worker in the field of highway safety, as a driver, and as a parent, I want my children to get their driving instruction in the schools. Without it they will not have the equivalent of my concept of a modern education for better living.

## GOLDEN JUBILEE HONOR ROLL

### NATIONAL PARENT-TEACHER: THE P.T.A. MAGAZINE

**W**ITH a month to go, forty-three states are now on the Golden Jubilee Honor Roll. To earn this distinction these state congresses have already exceeded the number of subscriptions they forwarded last year.

The promotion of *National Parent-Teacher: The P.T.A. Magazine* is one of the most concrete and vital things a P.T.A. can do to establish a real foundation of good parent education in the community. Your state's name on this Honor Roll is another definite expression of your consuming interest in the health, welfare, and happiness of children.

The honor roll state branches and their gains in subscriptions are:

Alabama.....	1356
California.....	1177
Illinois.....	1148
Iowa.....	1076
Tennessee.....	1002
North Carolina.....	694
Texas.....	686
Indiana.....	650
Arkansas.....	586
Mississippi.....	572
Oregon.....	549
Missouri.....	493
Louisiana.....	480
Georgia.....	423
Florida.....	416
Idaho.....	369
Arizona.....	343
Massachusetts.....	319
New York.....	308
Colorado.....	257
Connecticut.....	255
South Dakota.....	188
Rhode Island.....	185
New Jersey.....	182
Nebraska.....	173
Wisconsin.....	166
Virginia.....	163
Oklahoma.....	160
Utah.....	152
Kentucky.....	123
Washington.....	121
Nevada.....	119
Hawaii.....	117
Montana.....	108
North Dakota.....	98
Maryland.....	97
Kansas.....	68
South Carolina.....	67
Maine.....	64
Wyoming.....	39
D. C.....	38
New Hampshire.....	35
Minnesota.....	31

# EDITORIAL: THE AGE OF CRISIS AND ITS IMPACT ON EDUCATION

**HUBERT H. HUMPHREY**

**MAYOR OF MINNEAPOLIS**

**I**T would not be true to say that public education in America has failed; we might better say that public education has been out of tune and out of touch with the real world. The question we must ask, then, is whether the schools should permit themselves to be engulfed by the tide of the times or whether they should follow the challenge of the greatest Teacher of all—to seek the truth.

The period of the 1920's is the most glaring example of education's serving the prejudices and the social and economic fallacies of power groups. The world was literally in revolution, struggling for life after the chaos of war. Public education, particularly in the elementary and secondary schools, ceased to be critical or analytical, apparently preferring to become respectable and acceptable. At least for a decade, from 1920 to 1930, education in America not merely stood still in terms of its social consciousness and its democratic idealism; it slipped backward—until the curriculums of the schools were totally out of step with economic and political realities.

## **A Plea for Vigilance**

**I**T is in such a period as that following World War I and the present postwar era that educators must become objective and scientific thinkers. They must have the courage both of their profession and of their convictions. The accumulated prejudices and reactions of a cynical world must never again be permitted to guide the destinies of education. Teachers and scientists, along with school administrators, must take it upon themselves to give leadership to a people weak at heart and weak in spirit. There is no room in education for the sunshine patriot who withers away at the first blast of a wintry wind.

One of the tragedies of our program of public education has been the deplorable manner in which the history of the American people has been written and taught, and especially the unfortunate way in which we have explained the nature of our industrial economy. All too often teachers in the field of social science have been unaware of the struggle of our people for economic opportunity and political security. There has been far too much glorification of American materialism, far too little glorification of the American people.

To teach the development of American industry without covering the long history of the labor movement would seem to be impossible. Yet this is exactly what has been done in our public schools, despite the fact that the vast majority of the students will not be managers but workers—most of them members of trade unions. The social and economic questions of housing, public health, public works, and community organization have been glossed over, when they should have been studied and discussed intensively.

True, in our colleges and universities there has been a genuine and determined effort to open the pages of history and reveal the American people—their culture, their economic attitudes, their politics. However, since less than 5 per cent of our young people enter a college or a university, it is imperative—if we are to have any understanding of the social and economic forces at work in our country—that the true story of America be unfolded in the public school classrooms.

## **The Issue That Must Be Faced**

**T**o do this effectively we must select our teachers according to their orientation to the community and their ability to interpret our democratic system. Regardless of what may be the conduct of a community, or its habits and traditions, it is the profession and sacred duty of a teacher in the classroom to expound the philosophy of democracy in its full meaning.

Either we believe in human equality and human freedom or we do not. There is and can be no middle ground. Either we believe in free and open discussion—which means including controversial issues in the forum, the workshop, and the round table—or we deny to ourselves and those in our classrooms the rights of free speech. Either we have the courage to delve into local problems and apply those examples to a broader level of community organization or we deny the practical usefulness of the whole educational process.

# Poetry Lane



## The Companion

A shadow falls upon the glade.  
Across clear vision of delight  
Strides the tall dusk. Man is afraid  
Of one companion called the night.

The shadow cleaves to him. That dark  
Presence with wisdom in its eye  
He must revere as friend, and mark  
Its counsel as the years go by.

With age it grows in substance. Soon  
Twin light and shade blend into gray.  
Lightning may strike down at noon;  
Chameleon dawn may rise to slay.

But in his ear a muted voice  
Sings one cold flood's not alien foam;  
Styx, the river of his choice,  
Goes murmuring by the lights of home.

—LAURA BENÉT

## Conjurer

Dusk rubbed a sooty finger curiously  
Across day's last faint gleam of crimson light,  
And suddenly the village disappeared,  
Like magic, down the swarthy throat of night.

—MARION DOYLE

## To a Onetime Teacher

*\* Who Has Written To Thank Me for a Book of My Poems*

You taught me once so many careful facts,  
Now half-forgotten, though I learned them well.  
You drilled me long in English prosody  
And wove around me poetry's sheer spell.

Now let these others give my verse acclaim  
And call me poet. It was you who saw  
A girl-child faceting crude dreams and you  
Who praised the gem while pointing out each flaw.

Today you wrote, "Your poems brought  
comfort, strength."  
And into shining joy dull reverence broke.  
It was as if at last, on some high hill,  
We two met and, for the first time, spoke.

—VIOLET ALLEYN STOREY

## Routine Job

Little stranger?  
No, not any more.  
A baby's no stranger  
When it's number four.

Just set up the crib  
And the tub and mangle,  
And let's swing into  
The old triangle!

—VIRGINIA BRASIER

## This Hour

Now in this listless hour when triumph has turned grey,  
In this dark time when laurels have grown dry  
So soon since the bright flame, the courage and the  
speechless shame,  
From out the impotent sky,  
Here on this strange planet we must bear to know  
Men cannot, do not die.

You say the curtain falls, but it is frail.  
It sways to show a fair way close at hand  
Let those who seek the moon search through the veil  
That all the world may understand.

That time in Padua there was no scope  
For Galileo and his telescope,  
Yet centuries brought tidings of a finer hope,  
And down the weary ages through—  
Always, always, there were those who knew.

There are no ghosts  
but hosts and hosts and hosts  
of living youth,  
untouched by shells that blew their ashes in the air  
and seeming left no trace.  
They come with all their old-time grace  
from out their delicately established place  
which interpenetrates and dares to interlace  
the nothingness of time and space.

They come with all their mirth and fun  
To jest at all our searchings for the sun.  
"What knowledge you should learn to see  
Nor Jew nor Gentile bond nor free."  
They have learned celestial words to say  
That they can come, that they have found the way.

—KATHARINE ADAMS

# SEARCHLIGHTS AND COMPASS POINTS

## LAYING FIRM FOUNDATIONS

### Society's Essential Cornerstone, the Home

A. PAULINE SANDERS

*National Chairman, Committee on Home and Family Life*

**I**N the homes of our thirty-eight million families here in America we are now developing the personalities of the men and women who will decide, in the next generation, whether the peoples of the earth shall live "at war or in peace, in faith or in fear, in decency or in want, with love or with hate." There is nothing mysterious about this process of personality development. It comes about naturally as the members of a family stimulate and respond to one another in the course of daily living.

It is happening today, every day. As we go about our usual tasks—getting the children off to school, father off to work, ourselves off to the P.T.A. meeting; as we prepare dinner or put away summer clothes or wash the windows or iron the kitchen curtains—we are making family life an *art by action*. Moreover, if we do these things serenely, in a spirit of love and loyalty, without tension or friction, we shall be building in our children a realization of their true birthright: the enjoyment of one's family in and for itself.

#### Where the Pattern Is Determined

**I**T is true that, like all our institutions, the home was seriously shaken by the impact of the war. It is no less true that the home will continue to face grave problems in this transition period—not merely the problem of housing but those of physical, mental, and emotional instability; economic insecurity and unrest; and indifference to the importance of religious teachings in family life. Yet at the same time it is equally true that the firmest foundations of character and courage—the qualities most necessary to young citizens of the atomic age—are still laid in the home. Social conduct, intellectual attitudes, esthetic tastes, and general standards of value are profoundly influenced by early training.

The parent-teacher organization was founded in the faith that a good home has an unlimited

power for good—among individuals, communities, and nations. For fifty years sincere acceptance of that faith has led to practical planning and to constructive action. Today, as we look toward our programs for the coming school year, we shall be wise to pause a moment and ask ourselves just what a good home really is. What sort of family life will unfailingly produce responsible, thoughtful, courageous men and women?

Let me put the answer this way, simply and briefly. A good home is a place where:

Marriage is held sacred

Intelligence and understanding are exercised in all the affairs of everyday life

A socially acceptable moral code is constantly and consistently observed

A reasoned, democratic sharing of work and play is practiced by both parents and children

Love, affection, loyalty, and respect dominate all family relationships

This kind of home, then, must be our goal. Our program of action to attain that goal need not be a fanciful, visionary structure created on an insubstantial foundation. It can be realistic and matter of fact—created on the substantial foundation of a few general rules for comfortable living.

All human beings have in common certain basic, universal needs, among which are recognition, response, and a sense of security. Happy people, intelligent citizens come from well-adjusted families where the attention is focused on a deep appreciation of life for the joy it brings, not its property value. A satisfactory home life should rest on four stalwart pillars—work, play, love, and worship. Here are some suggestions for erecting those pillars strongly and solidly:

Develop a respect for all kinds of work.

Foster an appreciation for menial tasks, both in the home and in the community.

Encourage creative hobbies and home recreation in place of commercialized amusements.

Assure the children of your affection by listening attentively to their problems.

Look for the good in people, and give them words of encouragement rather than criticism.

Avoid being argumentative; rather, be understanding and helpful at all times.

### When Our Sights Are Set

NEXT let us return to the 1946 *Findings* of the National Congress for a guide to concrete, specific activities in the realm of home and family life. Here we shall discover the broad outline of a developing program:

1. All parents should accept as their primary obligation the establishment of a family life firmly based upon spiritual values.

2. All parents should likewise accept their responsibility for cultivating in children the basic principles of democracy. The democratic principles taught in the school must be carried over into the home, so that these concepts may become a part of everyday living and thinking.

3. Because training for homemaking and parenthood is indispensable today, courses in preparation for home and family living should be included in the curriculums of our schools at the elementary, secondary, college, and adult levels. To this same end, nursery school and kindergarten programs should be expanded and extended, not only for the educational and social advantages they offer the preschool child but for the laboratory experience they provide.

4. The home should recognize and accept the task of developing in children and youth an understanding of the problems of the people of other lands and an appreciation of their distinctive cultures.

5. Parent-teacher groups should carry on open discussions of all legislation affecting the problems of home and family life, and take appropriate action for or against such legislation. Parent-teacher members should exercise their rights as citizens by voting on these issues.

6. Parent-teacher associations should continue their active sponsorship of preschool groups, homemaking and parent education study groups, adult education classes, and recreational programs for the whole family.

As we build our program on this well-defined structure, we begin to see that the keystone of that program must be *cooperation*—cooperation among all P.T.A. standing committees; between the P.T.A. and its parent education study groups; and between parent-teacher members and the school staff, especially the administrators. Such cooperation can be effected only if all P.T.A. members are inspired to assume a definite responsibility for making the program a success. Through their efforts school administrators should come to regard the schools as supplementary agencies working with the home to exercise an enduring influence on both youth and adults.

Once this cooperation has been established, the rest will come about easily and naturally. Teachers will be eager to help parents view some of their home problems in a different perspective. School officials will be receptive to the idea of

classes in family life education at all levels. And homemaking teachers will be ready to give information and guidance that can be applied to immediate family problems, rather than vague preparation for married life in the distant future.

The local unit membership should cooperate not only with the school but with all community organizations that have a stake in the home. These groups, working in unison, can emphasize activities in which the whole family may take part. Families should be encouraged, for example, to rediscover the joys of reading aloud. Radio-listening clubs and neighborhood reading circles can give this same kind of pleasure on a larger scale. Family recreation nights, held regularly, can do much to develop common understanding and good will.

Let us not forget, however, that the P.T.A. also has an obligation to young people apart from their families. Teen-age canteens for adolescents and child-care centers for preschool children should have a place in every modern community.

### The Fourth Point Pervades the Program

IF we honestly believe that homes may make or break individuals and so may have a similar effect on organizations, then we must give priority to education for home and family life in the parent-teacher program. If we are to "raise the standards of home life" throughout the nation we must do two things: First, encourage the maintenance of happy, healthful homes—homes that will survive all social and economic tensions. Second, exert a strong influence on the schools and other community agencies so that our young people, *both boys and girls*, will receive sound and adequate preparation for their own future family responsibilities.

Only when we face with courage and stamina the inevitable changes war has brought to the American home and plan to cope with the problems wrought by these changes—only then can we hope to preserve that home. The current Four-Point Program of the National Congress, recognizing this fundamental fact, designates parent and family life education as the last of four areas that demand intensive parent-teacher activity.

Yet education of parents and young people for better homemaking and better parenthood can never be an isolated project. It is the last item in the Four-Point Program because it underlies the other three. Without it our most energetic efforts to improve school education, health, and world understanding will count for very little. For just as the home is the cornerstone of our society, so is it—so has it always been—the cornerstone of the National Congress program.

# EXPLORING THE *Preschool* PERIOD

STUDY COURSE DIRECTED BY ETHEL KAWIN

## About Our Study Course Article

FROM the sheltered security of his mother's arms and the protective clasp of his father's hand, each child must gradually go forth into the wide, wide world. Our April study course article discusses the ways in which parents can fortify the child for this venture, helping him to take his journey step by step as he is ready for each new experience.

As Mrs. Arbuthnot points out, the child's transition from the helpless dependence of infancy to the full use of his developing powers brings many and constant problems. Parents and teachers of little children must plan ahead in order to meet these problems as they arise.

## Suggestions for Programs

Study groups that have followed our 1946-47 course throughout the year have already given much attention and thought to the whole matter of making children feel secure in their basic family relationships. It will, therefore, be desirable to devote this month's study group meeting to exploring the many ways in which a parent may guide his children as they go out into the world, beyond the protection of the family circle.

This month's program is one in which most study groups will be able to get along very well without professional leadership, if the members will read wisely and carefully and apply what they read to their own experiences with young children. A symposium type of program would make an especially good approach to the topic for this meeting. Four members of the group might prepare brief talks on the following subtopics:

1. Meeting the child's demands for increasing independence.
2. Providing opportunities for the child to exercise freedom of choice by making his own decisions in simple situations.
3. Safeguarding the child as we extend his physical freedom; teaching safety and enforcing safety rules.
4. Guiding the child as he learns, slowly and gradually, to establish good relationships with other people.

Each speaker might be given ten or fifteen minutes to present his subject. Afterward there should be a general group discussion of all the subtopics. For many other program suggestions, consult the pamphlet *Study Group Techniques for Parent-Teacher Associations*.



EXPLORING THE  
PRESCHOOL PERIOD

A STUDY COURSE

THE study course outline on this page is for the use of—

- Preschool study groups
- Preschool sections of P.T.A.'s
- Individuals who want to test their own knowledge

Based on the article "It's a Wide, Wide World." See page 10.

## Pertinent Points for Discussion

1. What forms of independence and freedom are most children ready for at the age of two? Of three? Four? Five? What guide can we use to find out whether a child is ready for the kind of freedom he is demanding?

2. List half a dozen choices that can be reasonably offered to two- and three-year-olds to satisfy their growing need for independence. List another half dozen situations in which three- and four-year-olds can safely be permitted to make their own decisions.

3. Analyze carefully Mrs. Arbuthnot's description of the way to teach children safety in crossing streets. Now describe, in the same analytical fashion, possible ways of teaching children to meet other potential dangers—hazards every child encounters in his demand for independence. Typical examples are striking matches; playing near or in ponds, rivers, and lakes; and going near the railroad tracks to watch the trains.

4. Why do most preschool youngsters prefer to play with only one or two children at a time? Discuss some of the many factors that may make it hard for a child to establish satisfactory relationships with other children.

5. Here is a four-year-old who will not play cooperatively with youngsters his own age; he must always be boss or he "won't play." What are some possible explanations for his attitude? What could you do for him?

6. Suppose you were asked to develop an ideal series of step-by-step experiences that would help a child learn how to get along happily with other children. What would you plan?

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A radio script based on this article will be available on May 1. It will be sent free only to Congress parent-teacher groups that are conducting radio programs. The script is being prepared at Station WHA, University of Wisconsin, under the direction of H. B. McCarty, National Congress chairman of the Radio Committee.



## FINDING FRIENDS IN BOOKS

**S**HORTLY after school had closed for the summer I asked a young friend of mine, a seventeen-year-old girl, just what she was planning to do during her vacation. She replied, her eyes gleaming, "I'm going to read Jack O'Brien's *Silver Chief*—for the fifth time!"

Another family I know were packing for their holiday in the mountains. Susan, their eight-year-old daughter rushed up to her mother with an eager request. "Don't forget to put in *The Story of Doctor Doolittle*!" On two similar trips Daddy had read her that book, and she wanted to be sure to hear it again.

Zelda Jeanne is still another of my young friends. She is five years old, and her father tells me that the first day Mary E. Clark's *Poppy Seed Cakes* was brought into her house, she had to have it read through six times.

Oliver Goldsmith would have understood all these experiences, for it was he who said: "The first time I read an excellent book, it is to me just as if I had gained a new friend. When I read over a book I have perused before, it resembles the meeting with an old one." Goldsmith, I am sure, would say that children, especially, enjoy making book friends, for to children book friends are often as real as real people. Even before a child can read for himself, he likes to be read the stories he has heard before and be told the tales he already knows by heart.

Then in later years, when the child becomes the man, he realizes that the memories of the book friends of his youth have been etched deeply into his mind.

*Therefore the years preserve for me  
The everlasting quality  
Of pictures other folk might rate  
A waste of mental copper-plate.*

And these friends of childhood have been the means of introducing him to other more adult companions. It may seem a far cry from Mother Goose and *Alice in Wonderland* to King Lear and Falstaff; from Peter Rabbit and Little Black Sambo to the Forsytes and the Joads, but the way to meet royalty is often through the children of the royal palace. Even the Kingdom of Heaven is best reached through the faith and utter simplicity of a little child.

It would seem that the sheer joy of stories would be reason enough for parents to bring the *Land of Counterpane* and all the adventures of childlike imagination to their own children. Just to watch the youngsters' eyes,

just to see them jiggle on their toes in uncontrollable suspense, just to be thoroughly and completely hugged and kissed with a great big "Thank you"—doesn't all this justify the trouble and expense of finding book friends that our children will be overjoyed to meet? And to live again, with them, all that fun and adventure is an added delight.

### Literature Lights the Way

**W**ITH the fun, however, the chances are that children are getting some valuable lessons. Instruction, you know, need not be obvious. Along with the experience of learning about everything from cabbages to kings, most books deposit a solid residue of worth.

In the first children's anthology ever published in the United States, the editor, John Greenleaf Whittier, wrote: "Even pure nonsense, as in the case of Lear's 'Owl and the Pussy Cat,' may not be without a certain moral value. . . ." Whittier lived in a time when most people accepted Charles Kingsley's advice:

*Be good, sweet maid, and let who will be clever.*

Certainly, it was thought, children should be "instructed" by all that they read. Literature for young people was didactic, sometimes with a vengeance. The moral tacked onto many a tale must often have come loose in the child's mind.

During the days when Munro Leaf's *Ferdinand* was enjoying its first popularity, the editor of a daily paper wrote an editorial on the moral implied in that delightful story. Moral-hunters, like the poor, we have always with us. But Munro Leaf must have smiled if he read that editorial—smiled as he thought of Ferdinand, the bull who preferred above all else a pacifist existence among the flowers.

On the other hand, a moral won't bite you. A major part of the great literature of the world has been and is highly ethical. Jesus used parables to teach the truth of meaning rather than the truth of fact. Aesop's fables are moral lessons or nothing. Hans Christian Andersen's *Nightingale* has more sermons in it than most wayside stones. And if Shakespeare has not instructed well and worthily these three hundred years, then many teachers have misused him!

Bonaro W. Overstreet, in writing about her own read-

## CALVIN T. RYAN

ing and what it has done for her, once said: "It is a great thing in the life of an individual when he hears cautious, empty platitudes so spoken that he can never again bear to hear himself speaking them." Writers do often hold up a mirror in which we can study ourselves and our faults, and if we are wise we can do something to change the picture.

No, parents need not fear the story or the poem with a moral, though of course it should be an essential element in that story or poem, never tacked on like a label. "How safely we lay bare the poverty of human ignorance to books without feeling any shame! They are masters who instruct us without rod or ferule, without angry words,



© H. Armstrong Roberts

without clothes or money." Children are accustomed to being taught through and by stories and often find there a pattern for their own living. They are helped to see themselves as they relive vicariously the lives of characters in books. And from books they learn that their problems are not peculiar to themselves.

After having read Eleanor Frances Lattimore's *Little Pear*, along with several other books on children in foreign lands, a little girl was heard to remark, "Why, those children are just like the ones I know!" That little girl was getting her first lesson in racial understanding and developing an attitude that can help prevent future wars.

Once Robert Frost read aloud his poem, "Stopping by Woods on a Snowy Evening." You recall the next-to-

the-last line: "I have promises to keep." Someone ventured to ask the poet what those promises were. He said, "Oh, promises I had made to myself and that my ancestors had made for me." Youngsters should learn of such promises, and their book friends will tell them in a way they can understand.

Boys and girls who have started with Mother Goose, advanced to A. A. Milne and Robert Louis Stevenson, and gone on to Cooper and Mark Twain and Jack O'Brien, and on and on to Scott, Dickens, and Shakespeare will surely know about those promises. Never mind about the blood of their real parents; their spiritual ancestry will help them through life. It is the only ancestry we are free to choose—the spiritual.

## Gates Open Early

THE home is always the best place to meet one's friends, and this includes the friends who live between the covers of books. The junior miss who was reading *Silver Chief* for the fifth time was renewing an acquaintance begun many years before in her own family. If a child has parents who read and talk about what they read, who never have to be asked twice for a good-night story, who are interested in what memories are to be etched in their children's minds, he will have a head start in life. People who form many book friendships in their childhood years seem always to get a good deal more out of living.

There are still other values, too. Twenty Mother Goose poems learned before going to school will add two or three times that many words to a child's vocabulary. A half-dozen folk legends, a few simple fairy stories, two or three beast tales in his reading repertory will enlarge his imagination as well as his vocabulary. Such home preparation is part of the reading readiness program that the kindergarten and first-grade teachers will tell you about.

Stretching the child's imagination, however, is not the same as overtaxing it. The first is necessary for learning; the second may produce mental confusion.

When I first met the Collins family their two boys were ten and eight years old. The elder lad was a reader and fitted nicely into the pattern that most mothers set for their children. The younger was different. There was nothing wrong with him; he was just different from his brother. But his mother was worried because Junior didn't like books.

She encouraged the father to ask my advice about the boy. The first thing I wanted to know was what Junior *did* like to do. Well, he liked to fiddle around. Sometimes he worked down in the basement with his tools, "making things." "Does he like music?" I asked. "Yes," the father told me. "Yes, he's been playing in the kindergarten and primary grades' band."

Children do come like that, even in the same family. What Junior needed was to be provided with tools, with musical instruments, and with stories of machinery and men who do things with machinery. No fairy lore or tales of the fanciful for him. Had he been given *The Little Engine That Could* when he was four or five, he might have learned to like books and reading.

In that most important volume for every parent, Annis Duff's *Bequest of Wings*, the author says that not even the comic strips can harm the child "whose eyes are filled with 'images of magnificence.'" But first, you will note, the child must form those images of magnificence. Whence do they come? From book friends, of course.



# PTA Frontiers

## Exceptional Effort for the Exceptional Child

**S**TARTING the physically handicapped boy and girl along the road toward maximum effectiveness as an American citizen—this is the ideal motivating the parent-teacher program at the Hanna Homestead School for the Physically Handicapped in Fort Wayne, Indiana. The school is now twenty-three years old, having been founded by the Elks' Lodge in 1924. Before that time the citizens of Fort Wayne hadn't given much thought to the education of the crippled child, and at first all expenses except the salary of the teacher were defrayed by the lodge. Two years later, however, the entire supervision of the school was assumed by the city.

In 1937 the homestead of the late Judge Samuel Hanna was bequeathed to the Fort Wayne Public Schools by the will of his daughter, and upon the recommendation of the city superintendent, the crippled children's school was moved into the fine old house, with its spreading trees and spacious grounds. These quarters were safer and far more suitable than the two rooms at Jefferson School in which the youngsters had been taught for the past several years.

The Hanna Homestead School admits physically handicapped children—such as spastic, paralytic, polio-muscular, and cardiac cases—who need specialized care along with their regular schooling. They pursue the usual program of studies under a sympathetic, well-trained, experienced teacher who understands the youngsters and their individual requirements.



*Above.* The Hanna Homestead School for Physically Handicapped Children, once the mansion of the late Judge Samuel Hanna of Fort Wayne.

*Below.* The school garden at Hanna Homestead, happily tended by the children themselves. The project is sponsored by the P.T.A. and the Flower Association.



### Cooperation from the Start

**O**NCE the pupils were installed in their new home, the teacher felt the need for closer cooperation with the children's parents. This was how it came about that a group of mothers met with the teacher one afternoon to talk about forming an organization to look after the children's comfort and happiness. When the Objects and purposes of the National Congress of Parents and Teachers were explained to the group, it was im-

mediately decided that a Congress unit would be the type of organization best fitted to serve the interests of these exceptional children.

From that day to this the Hanna Homestead School P.T.A. has built up a notable list of achievements on behalf of its small charges. It has sponsored a flower and vegetable garden project, which has brought the youngsters endless delight and valuable educational experiences. Another major endeavor has been the transformation of the large front hall into a gaily decorated recreation room. And not only do these energetic P.T.A. members aid the school lunch program with their volunteer services but they spend many summer days canning fruits and vegetables for the children's noon meals during the school year.

For the pupils the most interesting and exciting of all P.T.A.-fostered activities comes in the spring—an elaborate program given by the school for the entertainment of parents and friends. Costumes, music, and scenery are all executed by the pupils as a part of their regular schoolwork.

Nor do the parent-teacher members neglect the welfare of these boys and girls during the summer months. Last year six pupils were given an opportunity to enjoy four weeks in a summer camp for the physically handicapped at South Bend, Indiana. The funds were supplied by the Hanna Homestead School P.T.A. and the Fort Wayne Council of Parent-Teacher Associations.

### The Dividends Accrue

THE program for the current year stresses parent education and, specifically, education for parents of physically handicapped children. At various meetings a specialist has demonstrated the techniques of physical therapy; another expert has discussed health and nutrition; and legislation for

the benefit of handicapped children, now being considered by the state legislature, has been explained and analyzed. A bookshelf containing the *National Parent-Teacher*, *The Crippled Child*, and other publications of interest to the parents and teachers of exceptional children is a permanent contribution of the P.T.A.

There are twenty-two children in the Hanna Homestead School this year, and its P.T.A. boasts of thirty-six members. All thirty-six of them are convinced of the worth of their endeavors on behalf of children whom the Hanna Homestead School has saved from a desolate future. And the youngsters have responded almost magically. Several of them have been enabled to go on to public high school, and at present two former students are attending Harvard and Yale universities on scholarships awarded for outstanding academic ability.

—AMELIA ETTA DARE

## Sioux City Accentuates the Positive

VIEWING the movie poster on the Hunt School bulletin board are a group of Sioux City, Iowa, youngsters who watch eagerly each Wednesday for the latest list of good movies. The poster may contain several titles, but when this picture was taken, only one of Sioux City's theaters was showing a recommended film that week.

Perhaps it has been the dearth of worth-while motion pictures that has made Sioux City P.T.A.'s strongly aware of the influence movies exert on children and youth. It is imperative, they feel, for parents and teachers to evolve a definite plan of action whereby local theater managers will be induced to book the better films. The bugaboo in this city, as in many others, is the double-feature bill, in which a superior picture is often combined with another film of a most degrading type.

### Covering the City's Bulletin Boards

SO Sioux City now has its movie poster project, originated by the Hunt School P.T.A. in the fall of 1945. The plan was soon adopted by the Sioux City Council of Parent-Teacher Associations as a city-wide project. Each elementary and junior high school displays its weekly poster, attractively illustrated with pictures of popular stars and listing those movies currently showing that are approved for various age groups. Approving the films is the job of the council movie chairman, who checks the week's titles with the "Motion Picture



A gay scene from last year's annual spring playlet, produced and acted entirely by the pupils of the Hanna Homestead School.

Previews" in the *National Parent-Teacher* and other sources. In the case of a double feature, both films must be suitable or neither goes on the list.

Parents of children too young to read or remember the titles may telephone their unit movie chairman at any time, and many take advantage of this P.T.A. service. Senior high schools print the lists in their student newspapers. Some principals have the poster read and displayed in every classroom before it is mounted on the school bulletin board. This method of educating the child's taste in movies has been highly commended by Superintendent Marvin T. Nodland, and the teachers in the schools have all been most cooperative.

In fact, the whole community has cooperated. The city librarian has arranged for the posters to be exhibited in each of the city's seven libraries. The Y.M.C.A., Y.W.C.A., and the Jewish Community Center likewise display the posters prominently on their bulletin boards.

A suburban shopper's weekly, the *Riverside Gazette*, prints the list as a service to its readers, as does the *Unionist and Public Forum*. Station KTRI includes the P.T.A.-approved movies on its regular Friday news broadcast.



© T. H. Rivers  
"What movie shall we see this week?" Grade-school children in Sioux City, Iowa, inspect the weekly poster distributed by the P.T.A. council movie chairman.

Interest in the project has spread at a rate that has astonished even its sponsors. Other P.T.A.'s within District Four of the Iowa Congress, which comprises eleven counties, have been encouraged by their recreation chairmen to inaugurate a similar plan in their own communities. In Sioux City, the city council recently placed Mrs. Fred Hadley, president of District

Four, on the municipal theater review board.

### The Purpose Behind the Project

FILM producers say that they give the public what it demands. This being true, it seems reasonable to start educating young people's taste so that they will recognize and want the best in motion pictures. When local theater managers find that the public demands more discriminating booking, Hollywood will not be able to gear most productions to the twelve-year old intellect.

The plan carried out by Sioux City could easily be adopted in any community. A nation-wide movement developed along the lines of this Iowa project could well bring the desired response from Hollywood—and do so much sooner than might be expected!

—MARIE BRADLEY HELMS



A group of National Congress Board members and their fellow parent-teacher workers meet at dinner in the Senator Hotel, Atlantic City, during the recent annual convention of the American Association of School Administrators. Seated at the head table, left to right, are Mrs. Albert L. Gardner, National Congress regional vice-president; Ralph McDonald, National Congress chairman of World Citizenship; Dr. Sue Powers, superintendent of schools, Shelby County, Tennessee; Mrs. L. W. Hughes, president, National Congress of Parents and Teachers; Mrs. A. Rose, past president, Saskatchewan Federation of Home and School; Knox Walker, former National Congress chairman of Citizenship; and Mrs. Newton P. Leonard, Congress regional vice-president.

# THE *Family* REDISCOVERS ITSELF

STUDY COURSE DIRECTED BY RALPH H. OJEMANN

## Outstanding Points

I. There are many reasons for the increase in juvenile crime that occurred during the war. Outstanding among them was the effect upon impressionable young people of such changes as the migration of workers to new communities, overcrowded living conditions, and the withdrawal of family controls. Most people and a great many communities were unprepared for these changes and unable to cope with them. As a result, youth was all too often caught in the web of crime.

II. During the war the largest increases in crime were found among young people under eighteen. In recent months the average age level has risen to twenty-one years.

III. Many of the youth now being convicted of criminal offenses at twenty-one actually began their downward careers in wartime. Scores of examples can be cited to show this.

IV. The causes for the upsurge in juvenile crime do not all center in the home. Rather, the situation is the result of the combined influences of home, school, and community.

V. If the school is to do a better job of molding character and building good citizens, it must have better paid teachers and more community support.

VI. The church is one of the community forces that can and must play a stronger part in the lives of our young people.

VII. Law enforcement officers, probation agencies, and responsible adults constitute other forces that can assist in creating an environment favorable to the best development of youth.

VIII. In a very real sense every citizen in America is his brother's keeper. The active help of each individual, working in his own community, is needed to solve the problem of juvenile delinquency in the nation as a whole.

A radio script based on this article will be available on May 1. It will be sent free only to Congress parent-teacher groups that are conducting radio programs. The script is being prepared at Station WHA, University of Wisconsin, under the direction of H. B. McCarty, National Congress chairman of the Radio Committee.



THE study course outline on this page is for the use of—

- Parent education study groups
- P.T.A. program chairmen
- Individuals who want to test their own knowledge

Based on the article "Cooperating Citizens—or Delinquents?" See page 4.

## Questions To Promote Discussion

1. What happened to the delinquency rate in your community during the war years? How does the present rate compare with that of 1940 or 1941?

2. Have there been any changes in the types of offenses committed by juvenile delinquents in your community since 1940 or 1941? If so, how do you explain these changes?

3. How can the home contribute to delinquency?

4. How can the school contribute to delinquency?

5. Under what circumstances will a community recreation program help to reduce the delinquency rate? Under what circumstances will it not be helpful?

6. What conditions exist in your community that may foster the development of delinquent behavior in youngsters twelve to sixteen years old? How can these conditions be changed—and by whom?

7. What conditions exist in your community that may foster the delinquency of youth over eighteen? How can they be changed—and by whom?

8. Some people have suggested that neighborhood councils or community coordinating councils are effective in overcoming delinquency. Are the members of your community well enough informed about the causes of juvenile crime to be able to work together on the job of making that community a better place for children and youth? What steps do you think should be taken now by you and your fellow citizens?

9. What are you doing to make your own home a good environment for young people twelve to twenty years old? How do their needs differ from those of children under eight?

10. One of the most important causes of delinquency seems to be that adolescents and youth do not have sufficient chance to take responsibility and do things that they think are really important. Have you noticed any evidences of boredom and restlessness among the young people of your community? Select several specific cases and suggest what might be done in each instance to provide stimulating activities that the young people themselves will consider worth while.

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# Motion Picture PREVIEW



**R**ECENTLY more and more of the films released by Hollywood have dealt with psychological problems. In the following excerpt we find some penetrating comments by Franklin Fearing, professor of psychology at the University of California. The article, "Psychology and the Films," appeared in the January 1947 issue of the *Hollywood Quarterly*, published by the University of California Press.

**T**HE current cycle of films and radio programs in which "psychology," psychiatry, and psychopathology play leading roles raises a number of interesting practical and theoretical questions. A social psychologist professionally concerned with probing such matters is bound to wonder what, exactly, the term "psychological" has come to signify in our culture that Hollywood and the networks—notably so cautious about the new and untried—have made, in one form or another, into a standard formula. We have had the fatherly, all-wise Psychiatrist (so wise!), the insane Psychiatrist, the criminal Psychiatrist, the seductive female Psychiatrist, and the philosophical-whimsical Psychiatrist.

In a current film (*The Dark Mirror*) the studio has made him, with nice impartiality, into a Psychiatrist-Psychologist possessing both an M.D. and a Ph.D. degree who apparently has a "practice" (at least an office) and does research on the psychology of twins. With a truly magnificent display of professional virtuosity, including for the first time in any film the use of the Rorschach test, he solves the crime which most ten-year-olds solved in the first ten minutes of the picture. Films, the plot of which hinges upon various forms of aberrant and psychopathological behavior, especially amnesia, have become run-of-the-mine. In a current radio serial which has a national audience (*One Man's Family*) a particularly omniscient psychiatrist clears up a bad case of juvenile delinquency, reorients the entire family, and converts Father Barbour (and you know Father Barbour!) apparently in about three interviews.

**D**R. Kubie, a well-known psychiatrist, elsewhere in this issue of the *Quarterly* discusses this problem. . . . It is his view that this interest is the inevitable consequence of the creative artist's attempt to "express the more chaotic aspects of his own personality, that in him which is neurotic." The "fearful fascination" which mental disorders have for the layman arises from his own internal conflicts, from which, according to Dr. Kubie, he must get relief in "some comforting fashion." Through identification with the action as portrayed in the film he gets such relief. The interest of the public in psychopathology is regarded by Dr. Kubie as an indication that people are beginning to recognize the fact that "neurotic problems are universal."

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,  
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA  
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON  
PARVIS, REPORT CHAIRMAN

## JUNIOR MATINEE

(From 8 to 14 years)

**Song of Scheherazade**—International-Universal. Direction, Walter Reisch. This exotic musical comedy, with its oriental background of the Mediterranean, lends itself unusually well to Technicolor photography. The story is based on an incident in the life of Rimsky-Korsakov and is filled with his haunting music. Thoroughly delightful entertainment. Cast: Yvonne De Carlo, Brian Donlevy, Jean Pierre Aumont, Eve Arden.

Adults	14-18	8-14
Excellent	Excellent	Excellent

## FAMILY

(Suitable for children if accompanied by adults)

**The Beginning or the End**—Metro-Goldwyn-Mayer. Direction, Norman Taurog. A profound pictorial documentation of the unlocking of the secret of atomic power. The film finds its dramatic intensity in the slow, tedious scientific research that builds to a tragic and inevitable climax when the first atomic bomb is dropped on Hiroshima. Although the picture is disquieting and cannot easily be pushed from the mind, it should be seen more than once if we are to grasp the intricacies of atomic research and understand the responsibility that this knowledge places upon us. The script is exceptionally well written, and all the production values are of the highest. The music adds greatly to the force of the film. Cast: Brian Donlevy, Robert Walker, Tom Drake, Beverly Tyler.

Adults	14-18	8-14
Exceptional	Exceptional	Mature

**The Farmer's Daughter**—RKO. Direction, H. C. Potter. This farcical comedy, with a political flavor that sometimes borders on satire, is completely entertaining. The picture has a sprightly, unusual plot, is directed with a deft, light touch, and is especially notable for the characterization given by Ethel Barrymore in a supporting role. Cast: Loretta Young, Joseph Cotten, Ethel Barrymore, Charles Bickford.

Adults	14-18	8-14
By all means	Yes	If interested

**The Great Waltz**—Metro-Goldwyn-Mayer. Direction, Julien Duvivier. A reissue. A brilliant operetta telling of the life, the inspirational musical compositions, and the loves of Johann Strauss. All those who are not hopeless jazz fans should find in these Strauss waltzes music at its loveliest. Cast: Luise Rainer, Fernand Gravet, Miliza Korjus, Hugh Herbert.

Adults	14-18	8-14
Charming	Charming	Mature

**How Green Was My Valley**—20th Century-Fox. Direction, John Ford. A reissue. The exquisite beauty of the choral music, which forms the background and often carries the dramatic power of the story, is reason enough for reissuing A. J. Cronin's tale of a Welsh coal miner's family and the tragic plight of their village. The cast, direction, and production are of the highest quality. Cast: Walter Pidgeon, Maureen O'Hara, Donald Crisp.

Adults	14-18	8-14
Outstanding	Outstanding	Mature, emotional

**I'll Be Yours**—International-Universal. Direction, William Seiter. An amusing comedy-drama of a small-town girl who goes to the big city with aspirations to become a singer. The plot has a unique twist that adds greatly to the entertainment value of the picture. There are also luxurious settings, good acting and direction, and above all Deanna Durbin singing three songs in her best manner. Cast: Deanna Durbin, Tom Drake, William Bendix, Adolphe Menjou.

Adults	14-18	8-14
Amusing	Amusing	Mature

**It Happened on Fifth Avenue**—Monogram. Direction, Roy Del Ruth. This whimsical, gay, and sometimes satirical farce-comedy is built around the housing shortage. The situations are original and clever, and the character of the New York City tramp, as played by Victor Moore, is delightfully humorous. The cast is able, the settings adequate, and the direction executed with skill and understanding. The musical score interweaves a collection of Manhattan's popular song hits. Cast: Don DeFore, Ann Harding, Charlie Ruggles, Victor Moore.

Adults	14-18	8-14
Entertaining	Entertaining	Mature

**My Favorite Brunette**—Paramount. Direction, Elliott Nugent. A burlesque on the mystery-thriller, played in Bob Hope's inimitable, tongue-in-cheek manner. The story uses all the tricks of the conventional mystery melodrama—the keyhole camera, the concealed dictaphone, the chase, and so on. The direction is smooth, but one's enjoyment of the film will depend on how much one likes the Bob Hope brand of comedy. Cast: Bob Hope, Dorothy Lamour, Peter Lorre, Lon Chaney.

Adults	14-18	8-14
Amusing	Amusing	Mature

**Undercover Maisie**—Metro-Goldwyn-Mayer. Direction, Harry Beaumont. The latest Maisie comedy presents her as a member of the Los Angeles police force. Though the script lapses on several occasions, the film is punctuated with laughs and thrills. Adroit direction and a good supporting cast, including some new faces, add to the interest. Cast: Ann Sothorn, Barry Nelson, Mark Daniels, Leon Ames.

Adults	14-18	8-14
Amusing	Amusing	Mature

## ADULT

**Boomerang**—20th Century-Fox. Direction, Elia Kazan. An excellently acted murder mystery based on an experience in the life of Homer Cummings, our former Attorney General who was once state's attorney for Connecticut. The picture is especially well cast for types as well as for acting ability, and the suspense-laden plot is intelligently developed. Cast: Dana Andrews, Jane Wyatt, Lee J. Cobb, Cara Williams.

Adults	14-18	8-14
Good	Good	No

**The Brasher Doubloon**—20th Century-Fox. Direction, John Braham. Another mystery melodrama, this one from the prolific and pessimistic pen of Raymond Chandler. The film is adequately acted, directed, and produced. There are touches of comedy to relieve the gruesomeness of three murders that a private detective stumbles upon in his search for a valuable stolen coin. Cast: George Montgomery, Nancy Guild, Conrad Janis, Roy Roberts.

Adults	14-18	8-14
Fair	Doubtful	No

**Dead Reckoning**—Columbia. Direction, John Cromwell. This powerful, gripping drama of the New Orleans underworld is expertly directed and well acted. The suspense rises steadily until the final scene, but the picture is filled with sadism and brutality. Cast: Humphrey Bogart, Elizabeth Scott, William Prince, Morris Carnovsky.

Adults	14-18	8-14
Brutal	No	No

**Escape Me Never**—Warner Brothers. Direction, Peter Godfrey. A slow-paced film with a Bohemian atmosphere, using a baby as a "tear puller." The action takes place in the period of Robert Browning, from whose verses the title is taken. Ida Lupino's characterization is more convincing than those of the other members of the cast, but the picture as a whole does not give a feeling of reality. Cast: Errol Flynn, Ida Lupino, Eleanor Parker, Gig Young.

Adults	14-18	8-14
Fair	Mature	No

**Pursued**—Warner Brothers. Direction, Raoul Walsh. This is not a typical western—as its setting in New Mexico at the turn of the century might indicate—but a tragic story with a psychological background and a mystery to be solved. It is well played and directed, with much dramatic action and sustained suspense. Cast: Teresa Wright, Robert Mitchum, Judith Anderson, Dean Jagger.

Adults	14-18	8-14
Good of the type	No	No

**The Red House**—United Artists. Direction, Delmar Daves. A mystery thriller that omits all normal, everyday happenings to concentrate on the sinister. The continuous sense of impending disaster is maintained by a musical score that in itself is highly emotional. The central character is a man who wavers between sanity and insanity and who, by his action, gives promise of throwing off the fears that are destroying him. Cast: Edward G. Robinson, Lon McAllister, Judith Anderson, Rory Calhoun.

Adults	14-18	8-14
Good of the type	No	No

**Sea of Grass**—Metro-Goldwyn-Mayer. Direction, Elia Kazan. This film is thrilling, exciting, and breathtaking in its beauty and the wide scope of human emotions that it embraces. Its great, dramatic theme, the struggle of nature against man, is presented with masterful direction and photography. The principal subplots tell of the struggle of the cattleman with the encroaching farmers and the heartbreaking story of a woman who defies moral law and brings tragic suffering to her husband and children. Cast: Spencer Tracy, Katharine Hepburn, Melvyn Douglas, Robert Walker.

Adults	14-18	8-14
Excellent	Good	Mature

**Smash-up**—Universal. Direction, Stuart Heisler. What might have been the romantic tale of a young couple's efforts to win a place in the radio world becomes a worth-while social drama. The film deals honestly with an honest problem: the psychological reasons leading some people to become victims of alcohol. The principal character is a young mother. Both cast and direction are excellent. Cast: Susan Hayward, Lee Bowman, Marsha Hunt, Eddie Albert.

Adults	14-18	8-14
Good	Good	Mature

**Stallion Road**—Warner Brothers. Direction, James V. Kern. A fine cast and magnificent California scenery form the background of this romantic comedy, which includes many beautiful horses and an exciting horse show. The story is uneven in continuity and somewhat improbable. With the omission of a few scenes, the film would be acceptable for children. Cast: Ronald Reagan, Alexis Smith, Zachary Scott, Peggy Knudsen.

Adults	14-18	8-14
Fair	Fair	No

**Suddenly It's Spring**—Paramount. Direction, Mitchell Leisen. Sophisticated and unsavory, this farce is built upon the efforts of a husband to serve divorce papers upon his wife so that he can marry another woman. Cast: Paulette Goddard, Fred MacMurray, Macdonald Carey, Arleen Whelan.

Adults	14-18	8-14
Mediocre	No	No



Yvonne De Carlo and Jean Pierre Aumont in a scene from *Song of Scheherazade*.

## Looking into Legislation

ON January 10, 1947, Senator Fulbright (for himself and Senator Taft) introduced a bill, S.140, into the Senate. It was read twice and referred to the Committee on Expenditures in the Executive Departments. The measure proposes to create an executive department of the Federal government to be known as the Department of Health, Education, and Security.

Under the provisions of the bill the President would appoint a Secretary of Health, Education, and Security, with a compensation of \$15,000 a year. In the department so created there would be three undersecretaries, each appointed by the President, with an annual salary of \$12,000. The Undersecretary for Health would be a doctor of medicine licensed to practice medicine or surgery in one of the states, territories, or the District of Columbia. The Undersecretary for Education would be experienced and trained in the field of education, and the Undersecretary for Security would be similarly qualified in the fields of social security and welfare.

THE function of this new department would be to promote the general welfare of the people of the United States by aiding and fostering national progress in the fields of health, education, security, and related services contributing to individual, family, and community well-being. These objectives would be carried out to the fullest possible extent through state and local agencies, both public and voluntary, and in such a manner as to preserve and protect to the highest possible degree the independence of these agencies.

When the act becomes effective, the office of Federal Security Administrator and the Federal Security Agency and its constituent units together with all their powers, duties, and functions would be transferred to this new department, which would have Cabinet status. The transfer would include the following agencies:

*To the Division of Health:* The U.S. Public Health Service, the Food and Drug Administration, Freedmen's Hospital, and the Federal Board of Hospitalization.

*To the Division of Education:* The U.S. Office of Education and those functions of the Federal Security Agency relating to the administration of Howard University and the Columbia Institution for the Deaf.

*To the Division of Security:* The Committee on Economic Security and the Children's Bureau.

THE bill also provides for the appointment of advisory committees to consult with the Secretary with regard to major policies in the three fields. The Secretary would be required to establish—so far as he finds practicable and consistent with the purposes for which the respective appropriations are made by Congress—uniform standards and procedures pertaining to any grants that may be provided to the states. Nearly all the bureaus and other units in this newly proposed department are now in the Federal Security Agency, which would be abolished as such.

By consolidating the Federal functions of health, education, security, and welfare into a single agency with the rank of a Cabinet department, the reorganization begun last year by President Truman would be carried forward. However, objections have been made to some provisions in the bill, particularly to the section freezing certain bureaus and other units into the three divisions and to the requirements for the undersecretaries.

Since this bill deals with three areas in our Four-Point Program, it warrants the interest and careful study of every parent-teacher member. The National Congress will have an opportunity to express its views at the extended hearings to be held later.

—EDNA P. COOK

## Contributors

MAY HILL ARBUTHNOT, associate professor of education at Western Reserve University, likes to remember that her nursery school practice teaching began with a lively group of three-year-olds in Chicago, where she also became interested in parent education. Mrs. Hill, a writer of national repute, was children's book review editor of *Childhood Education* for ten years. Her latest work, *Children and Books*, will be published this summer.

PAUL H. BLAISDELL, executive director of the National Committee for Traffic Safety, is a noted expert in his field. He is a member of the President's Highway Safety Conference and secretary of the Committee on Organized Public Support. He is also widely known as the author of many important articles on traffic and transportation. It is safe to say that Mr. Blaisdell's two children will be excellent drivers.

J. EDGAR HOOVER, idol of all American boys, is now completing his twenty-third year as director of the FBI. During that time he has received countless medals, citations, and honorary degrees in recognition of his distinguished services to the citizens of the nation. Mr. Hoover has written scores of magazine articles—several for this magazine—and a book, *Persons in Hiding*.

HUBERT H. HUMPHREY, mayor of Minneapolis, Minnesota, and formerly a professor of political science, is one of the leading younger men in American public life. For the past several years he has alternated between college teaching and administrative positions in the Federal government. His editorial is adapted from an address before the American Association of School Administrators.

ROBERT M. ORMES, hiker and mountaineer extraordinary, has been a teacher of English, physics, and mathematics in New Mexico and Colorado. He has also written articles about his hobby and has been civilian instructor in rock climbing at Camp Carson. This summer will be his third at Longs Peak Ranger Station, Rocky Mountain National Park.

CALVIN T. RYAN writes of book friends with the authority born of a wide acquaintance with those most satisfactory of companions. Mr. Ryan is a highly competent teacher of many years' standing and is now head of the English Department at Nebraska State Teachers College, Kearney, Nebraska.

PEARL A. WANAMAKER is president of the National Education Association and superintendent of public instruction for the state of Washington. These two positions culminate a notably successful career as teacher and school official; state senator and representative; wife and mother; and member of innumerable educational commissions and associations. Mrs. Wanamaker is known all over the nation as a staunch champion of all that is soundest in today's educational thinking.

This month's "P.T.A. Frontiers" were prepared by Mrs. Charles E. Dare, vice-president of region four, Indiana Congress, and Mrs. Robert F. Shank, president, Indiana Congress; and Mrs. Marie Bradley Helms, movie chairman, Sioux City Council of Parent-Teacher Associations, and Mrs. L. S. Mumford, president, Iowa Congress of Parents and Teachers.

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